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Elite sport and education support systems: a case study of the Team Bath Judo Programme at the University of Bath

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**ELITE SPORT AND EDUCATION SUPPORT SYSTEMS:
A CASE STUDY OF THE TEAM BATH JUDO
PROGRAMME AT THE UNIVERSITY OF BATH**

Michael Jeremy Callan

A thesis submitted for the degree of Doctor of Philosophy

**University of Bath
School for Health**

June 2008

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ABSTRACT

High level sport is linked to educational institutions. Historically, a number of systems designed to develop high level sports performance have been based at places of learning. This work is concerned with how an educational institution has gone about developing the sport of judo, taking the form of a case study of the Team Bath Judo Programme at the University of Bath, recognising that that system sits within a social and political context.

The research seeks to establish the services which educational institutions should offer in order to optimise the potential of their student athletes. The study attempts to contribute to the literature in this area, and to do this within a framework which provides an understanding of the background to those services.

The case study uses a range of data sources including; Documentation, Archival Records, Interviews (including Questionnaires), and Direct Observations in order to describe, understand and analyse the case study, and to contextualise the sports development processes that have been applied to the creation of a judo programme in a university environment.

The study recognises that rarely are the athletes asked, which services actually make a difference to their performance. The question of which services impact on performance is considered in the context of a specific sport, and a specific training group. This thesis addresses that question within a broader case study framework, aiming to understand the context and environment which supports judo performance.

The introduction provides background and context to the University of Bath, within the Higher Education sector, and to Judo in the framework of British Sport. The reasons for the government involvement in sport are explained, as is the authors' role at the University.

The aim of the study is to consider the Team Bath Judo Programme as a single bounded case study; to view the case as a sports development process, and to illustrate the process as a model.

The review of literature explores the relationship between judo and education starting with a historical discussion of the background to the relationship between sport and education, including the role of the English public schools and universities in the nineteenth century. This continues with a brief history of Kodokan judo, the historical growth of university judo in the UK is briefly chronicled, concluding with reference to the Team Bath Judo Programme. Followed by a discussion on the development of “sport judo”. There is an overview of sports scholarships, and a brief consideration of overseas models. This work recognises that sports development occurs in a social and political framework, so the literature review concludes with a discussion of the application of sociological conflict theory. This considers the power conflict within institutions, suggesting that sporting organisations use their resources to achieve their own agenda.

The interest of Jigoro Kano in education is outlined. Particular note is made of the influence on Kano by Herbert Spencer and Spencer’s links to Bath. The philosophy of judo is explained in relation to the development of intellectual, moral and physical attributes.

The methodology describes the case study design, the development of the research question, and the use of concept advisors. It includes a discussion of paradigms and raises epistemological questions about the nature of knowledge. It considers the hard and soft approaches of traditional research paradigms and argues for a new paradigm. The chapter includes a description of the ethical approach taken. The ethical issues are discussed particularly in relation to anonymity as opposed to confidentiality. Consideration is given to treatment of information in the public domain.

The range of data sources is outlined and a data sources table presented. The methods of data collection address the issues of triangulation and include information about the creation of the evidence database and the chain of evidence leading to the results. The

nature and handling of the data is discussed, with explanations as to how the questionnaire was developed and the interviews conducted.

Issues of validity and reliability, lead to further discussion around issues of researcher bias, due to the methodology having elements of action research. The data is ordered through a pattern matching process and diagrams are included. The analysis of individual data sources such as the questionnaires, and the pilot studies is described.

The methodology is summarised as a descriptive case study, drawing from four main groups of data sources, allowing the data to be triangulated in order to describe the Team Bath Judo Programme. Contemporary sports development models allow a pattern to be created against which the data can be matched. Historical research allows the case to be set into a historical, sporting and sociological context. The perception of the performance players towards the services available to them forms an embedded unit of analysis. This is analysed using a questionnaire which was developed over the course of three pilot studies.

The component parts of the judo programme are identified as; the aims of the programme, the people, places and environment (covering the areas of staffing, facilities, internal and external relations, and statements made by others), the player performance continuum (covering the areas of the schools programme, the junior players, student recreation, senior players, and the coaching programme), the research activities, and finally the achievements.

Five themes emerge, that of sustaining, populating, growing, supporting and leading the programme. The thesis finds that there is a value to the University of sustaining a judo programme, particularly in relation to community benefits and international benefits. Player recruitment is identified as important, and is linked to the delivery of coach education. The programme seeks to grow the participants, both in terms of the development of their sporting talent, but also in terms of their character. The discussion notes that ways to influence the development of talent is through the provision of services that make a difference, and through leadership by quality coaches. This is identified by the players as the most important of the services.

A new model of a Centre of Excellence in a judo context is proposed, the jita kyoei model, and a new illustrative model of sports development is proposed, the House of Judo Development. Further research opportunities and implications in the area of judo development are identified.

The thesis links the Social Darwinism of Spencer, through the Muscular Christianity of de Coubertin, and the Jita Kyoei of Kano to the twenty first century Team Bath Judo Programme.

ACKNOWLEDGEMENTS

This has been a long journey; I pay tribute to my wife Jane Veveris Callan for her patience.

I am extremely grateful to all ten of my supervisors; each has added something of their own to the resulting thesis; Dr Simon Jenkins, Dr Ged Garbutt, Mr Ged Roddy MBE, Dr Alison White, Dr Steve Mellalieu, Professor Lars McNaughton, Professor Peter Redfern, Dr Philip Gates, Dr Dylan Thompson and Professor David Matsumoto. I would also like to thank Dr Tom Hudson for his guidance and support.

This work is dedicated to three gentlemen who have taught me about judo, and therefore about life; Mr Roy Inman OBE, Mr Syd Hoare and Professor Nobuyuki Sato. Thank you.

PUBLICATIONS

The content of this thesis has been presented at the following conferences and in the following publications:

1st International Judo Federation Research Symposium, Birmingham 1999. Factors Affecting High –Level Judo Players Training in a University Environment. Mike Callan, University of Bath, United Kingdom

Callan, M., 2000. More than just a sport; The history of judo is as colourful as its inventor. Official Olympic Games Sport Programme – Judo. Pp 12-14. Games of the XXVII Olympiad. SOCOG. Australia.

3rd International Judo Federation Research Symposium, Osaka 2003. A Case study of a structured development system for judo athletes within an educational environment at an English Institute of Sport. Mike Callan, University of Bath.

European Judo Union Administration, Medical and Organisation Seminar, Malta 2004. Elite Judo Coach Education – A suggested curriculum. Mike Callan, University of Bath. United Kingdom.

4th International Judo Federation Research Symposium, Cairo 2005. International Judo Coach Education – The development of the Foundation Degree in Sport (Sport Performance) with the European Judo Union at the University of Bath. Envic Galea, European Judo Union. Mike Callan, University of Bath, United Kingdom.

4th International Judo Federation Research Symposium, Cairo 2005. The History of Judo Archive – The Richard Bowen Collection. Mike Callan University of Bath, United Kingdom

European Judo Union Administration, Medical and Organisation Seminar, Malta 2006.
EJU Level 4 Coach Award at the University of Bath. Mike Callan and Katrina MacDonald, University of Bath. United Kingdom.

Callan, M., 2008. A century of the development of university judo in the UK. The Journal of Asian Martial Arts. In press.

CHAPTER I INTRODUCTION

Overview

High level sport generally, and judo specifically are inextricably linked to educational institutions. Historically, across the world, and within the United Kingdom a significant number of systems designed to develop high level sports performance have been based at places of learning.

This work is concerned with how an educational institution has gone about the business of developing the sport of judo. The research takes the form of a case study of the Judo Programme at the University of Bath, and recognises that the system for developing sport at the University of Bath sits within a social and political context.

The case study uses a range of data sources including; Documentation, Archival Records, Interviews (including Questionnaires), and Direct Observations in order to describe, understand and analyse the case study, and to contextualise the sports development processes that have been applied to the creation of a judo programme in a university environment.

Cowin (1995) indicates it is normal for an educational institution to provide a range of services to gifted and talented performers to help them to improve their sporting performance. Additionally, to better understand the case, this work seeks to identify the range of services that are offered to the high performance players, and, by adopting an athlete centred approach, to establish which of these services makes a difference to their performance.

The author has been responsible for the Judo Programme at the University of Bath since 1998 and the development of the Team Bath Judo Programme since its inception, the reporting of this case study has allowed the author to reflect on that process. Therefore

as a participant in the process, the author takes responsibility for self-reflection. The methodology of this research recognises the role of the author.

This introductory chapter provides a background to the University of Bath, the sport of judo and the government involvement in elite sport. The authors' role at the university is outlined, and the chapter goes on to provide a context to the study, the aims of the study and a rationale for the research

The review of literature provides a summary and discussion of related work under a number of sub-sections. This starts with a historical discussion of the background to the relationship between sport and education, from the late nineteenth century to the present day. The historical theme continues with a brief history of judo, and a section on the relationship between judo and education. This leads to a detailed discussion on the historical development of judo in UK university environments, taking us from the origins at Cambridge University to the present day developments at Bath. This is followed by a consideration of the "sportification" process within judo. The review continues with an overview of sports scholarships, and a brief consideration of overseas models of sport and education. As stated earlier, this work recognises that sports development occurs in a social and political framework, and therefore the literature review concludes with a discussion of the application of sociological conflict theory to the case in question.

The third chapter deals with the methodology undertaken to provide a full understanding of the case in question. The case study design draws on a range of sources which allow triangulation of the data. The data is pattern matched against a recognised sports development model to give a structure for the reporting of the results. The data sources include quantitative survey data to analyse an embedded unit of analysis, this is the perception of the services provided to the World-Class student judo player. This combination of analysis approaches within a case study draw upon both the scientific and interpretive paradigms. The author argues that this approach has greater merit than a singular research methodology in seeking to understand a multi-dimensional development process.

The results chapter draws together the findings of the study to create a description of the case. The reader is provided with a full overview of the nature of the Judo Programme at the University of Bath. The framework of the results presents the aims of the programme along with information about the staffing, facilities, internal and external relations. This precedes sections on the junior players, student recreation, senior players, and coach education. Finally, the results present information on the research activities and achievements. The section on the senior players includes an embedded analysis of their perceptions as to which services make a difference to their performance as players.

This is followed by a chapter which discusses the main findings and considers in detail some of the issues arising from those findings. These issues include a consideration of the role of the coach in the sporting system, leadership issues relating to the programme, and methods to develop people of character through judo, one of the central aims of the programme. The discussion draws out five themes from the case study; sustaining the programme, populating the programme, growing the programme, supporting the programme, and leading the programme. The discussion considers the application of models of centre of excellence, related to the development of talent. This consideration of systems concludes with an analysis of the evolution of a sports development model to illustrate the programme. The discussion concludes by pointing to further related research opportunities, and implications for the sport of judo. It is hoped that the recommendations arising from this work will be used to inform policy makers about the nature of the development of judo specific sports development systems and to enable future service provision to be developed in this knowledge.

The thesis ends with a brief concluding chapter drawing a line between the concept of Muscular Christianity and the development of the Team Bath Judo Programme.

The University of Bath

This is a bounded case study. It is hoped that a brief analysis of the University of Bath structure will be helpful to the reader in setting the framework within which the case is bounded. Therefore some background information to the University is outlined below. It is considered that an understanding of the nature of the institution is an important prerequisite to an understanding of the judo programme.

The University was established by Royal Charter in 1966, but it can trace its history back to the Bristol Trade School of 1856. The first building on the Bath campus at Claverton Down was completed in 1965, and staff transferred from Bristol department by department. In its teaching and research the University is strongly oriented towards the sciences and technology, but with a diversifying portfolio of research and teaching in the fields of management and humanities and social sciences.

The Chancellor is formally the lay head of the University and Chair of the Court. The Vice-Chancellor has overall responsibility for the executive management of the institution and its day-to-day direction and is accountable to the Council. The Council is the governing body of the University and has general responsibility for the conduct of all the University's affairs; it is responsible for the University's finances and the estate and buildings. The Senate is regarded as the supreme authority on purely academic matters and is responsible for regulating and directing the academic work of the University. The Court is the formal body providing a public forum representing the interests of the University's internal and external constituencies

The University has a Faculty structure. There are three Faculties and two Schools; Faculties of Engineering and Design, Humanities and Social Sciences, and Science. Each Faculty is headed by a Dean, and has a Faculty Board of Studies, reporting to Senate. Faculties consist of a number of departments. Similar structures are in place within the School of Management and School for Health.

In 2006 there were 11,965 students and 2,570 staff. 75% of the students are from the UK with 25 % from overseas. Of the staff, 1,402 were in academic or academic related posts. In 2006 the University had an annual turnover of almost £140 million.

The University's top five ranking in The 2003 Times Good University Guide is evidence of its growing reputation for academic and research excellence. The Times Guide notes the major investment in academic and sporting facilities. It describes the Claverton Down campus as 'small and friendly'. It says: "Outside Oxford, Cambridge and London, Bath retains its title as Britain's top provincial university". (University of Bath 2003)

In 2005 the University was ranked by the Sunday Times as number one for sport (University of Bath, 2006). In the British University Sports Association rankings, Bath has finished second in the three years 2004 - 06, among the UK's 168 competing institutions.

There are a number of Departments who offer academic programmes in sports related fields. These include; Department of Sports Development and Recreation, Department of Education, Department of Sport and Exercise Science, Division of Access and Continuing Education, Office of Associated Colleges, and the Department of Engineering and Applied Science.

The Department of Sports Development and Recreation does not sit within the University Faculty structure. The Director of Sport is the Head of Department and currently reports to the Deputy Vice Chancellor. The Department was awarded Investors in People status in 2003 and again in 2006, and is currently being considered for the Queens Award for Industry. In 2006 it employed 293 full and part-time staff, and the turnover was just over £5 million. In 2000 the present Director was awarded the MBE (Member of the British Empire) by the Queen for his services to education.

The University of Bath, primarily through the efforts of its two Directors of Sport, has established itself as a leading player in the development of elite sport within educational institutions. Evidence for this can be seen through a wide number of historical events including; the first university in England to offer University Sports Scholarships, the hosting of the 1995 European Youth Olympic Days, the short-listing for the British Academy of Sport, and appointment as an English Institute of Sport site. A list of sporting facilities available at the University can be found in Appendix C.

The Department of Sports Development and Recreation has four key responsibilities. Firstly, offering recreational opportunities for all members of the University to enjoy sport, regardless of ability. Secondly, it supports students who are working academically in sport related disciplines across the University. Thirdly, it provides instruction and tuition in some 50 different activities, and finally, provides a home for the family of world class sportsmen and women known as Team Bath. Staff within the department are active in various forms of sport related research. The teaching and facilities staff are complemented by a team of over 130 professional coaches (2006), working with a wide range of performers from novice to Olympic level. Also, the department has close ties with the Student Union Sports Association, advising and assisting clubs.

The term “Team Bath” was created during 1999 to give a focus for the number of international performers and squads who had made the campus their home in order to benefit from the coaching and facilities available. Team Bath is defined as the family of high-performance athletes, coaches and support staff based at the University. In 2006 there were Team Bath Performance Squads in the following sports: Badminton, Bob skeleton, Bobsleigh, Judo, Football, Hockey, Modern Pentathlon, Netball, Rowing, Rugby, Swimming, Track & Field, Tennis, Triathlon and Volleyball.

The Team Bath concept really evolved from the Sports Scholarship scheme. The University of Bath introduced the sports scholarship scheme to Britain over 25 years ago. The origins of service provision for the elite student athlete will be explored as a background to this case study.

Thus the main aims of the Department of Sports Development and Recreation can be summarised as providing recreational, academic and instructional opportunities alongside a world class training environment. Remarkably, athletes based at the University of Bath have won seven Olympic medals over the previous four Games.

The Team Bath Judo Programme is one of a number of sports specific programmes managed within the Department of Sports Development at the University of Bath. It was

conceived in 1998 and commenced in July 1999. At that time there were five other focus sports with Team Bath Performance Squads.

The Sport of Judo

As well as providing a background to the University of Bath, it is also hoped that a brief background to the sport of judo will prove helpful to the reader. Greater detail is offered in the review of literature.

Judo was developed in 1882 by Professor Jigoro Kano who founded a club in Tokyo to teach his new style of ju-jitsu, and called it the Kodokan. (Callan, 2000. Matsumoto and Brousse, 1999). Professor Kano was a Professor at the Tokyo University of Education and developed judo as a form of intellectual, moral and physical education.

The International Judo Federation (IJF) is the worldwide governing body for the sport. The internationally recognised definition of the sport is contained in the IJF Rules and Statutes, paragraph 1.3.

“The IJF recognizes Judo, as a system of physical and mental education created by Jigoro Kano, which also exists as an Olympic sport.” (IJF, 2007)

Judo is the largest sport in the world when measured by number of member national organisations in the International Judo Federation (IJF), (Matsumoto and Brousse, 1999). It is second only to Football in terms of numbers of participants worldwide. There are 195 member National Federations of the IJF, including the British Judo Association. In 2005 the British Judo Association had 850 member clubs, and 24,624 individual licence holders.

The first judo club in Europe was formed at Cambridge University in 1906 (Sweeney, 2007). The British Judo Association was founded in 1948 and the British University Judo Association was founded in 1957. The University of Bath Judo Club was registered in 1966. It has its roots in the earlier Bristol College of Arts, Science and Technology Judo Club. The origins of university judo in the UK will be explored as a part of this case study.

To quote “the father of British Judo” (BJA, 2007), Mr Gunji Koizumi, invited by the Chairman, Dr Torti, to address the delegates at a meeting to resurrect the European Judo Union in Zurich on Saturday, August 30th 1952;

“To appreciate Judo, its benefits and value, you must actually taste and digest it. That means you must partake of Judo training. Like food, unless you eat and digest and enjoy the flavour and the quality of the food, you cannot appreciate its goodness.” (Bowen, 1999)

This is a descriptive case study which attempts to describe the flavour and quality of the programme through the medium of the written word. To truly appreciate the Team Bath Judo Programme, you should practise judo there, in that way you can appreciate its goodness.

Government involvement in sport and education

As the Team Bath Judo Programme sits within a context of elite sport in a UK educational establishment, it is relevant to consider the background of government involvement in elite sport, and specifically sport in educational establishments.

The current investment in elite sport in the UK is significant. UK Sport is the government agency charged with delivering international sporting success. Investment by UK Sport into the preparation for the 2008 Beijing Olympics totals £75m. There are 321 athletes in receipt of World Class Podium funding. Additionally there is a separate budget for preparation for the 2012 London Olympics. In March 2006, Chancellor of the Exchequer, Gordon Brown announced additional 2012 performance funding of £200 million, an average of £33.5 million per year. This is directed to UK Sport, a quasi-autonomous non-governmental organisation, to start to work towards the target set by government of fourth place in the 2012 Olympic medal table, and first in the Paralympic medal table.

Governments fund sport generally for a limited number of identifiable reasons. Borrett (1991) categorises these reasons into the three areas of community, international and economic benefits. Community benefits include reduced dependence on the health service, reduction in illness at work, community spirit and confidence. International benefits include national prestige and morale, and use as a political catalyst. Economic benefits include the contribution to national economy.

There is some evidence of investment in educational sports systems by government, (DCMS, 2001), through the Talented Athlete Scholarship Scheme (TASS), through the appointment of English Institute of Sport staff in Higher Education Institutions, and by the introduction and expansion of the Sports Colleges. The Department of Culture Media and Sport is the government department with responsibility for sports policy. In their 2001 policy document, *A Sporting Future for All*, they discuss the role of Further and Higher Education stating;

“There is a wealth of expertise in the sectors, and much evidence of commitment to the twin goals of developing sporting excellence and creating recreational sporting hubs in

Further and Higher Education establishments for both the student body and for the wider community.” (DCMS, 2001, p. 6)

Cunningham (2001) notes that Sport England has initiated research into HE institutions operating as hub sites for multi-sport clubs used by both students and the wider community. He goes on to identify four key areas where education could have impact; “Consideration needs to be given to the greater contribution FE and HE could make to:

- improving health by providing access for students and the local community to active recreation;
- acting as hub sites for education and training of teachers, sports professionals and volunteers;
- supporting talented performers through some of their most critical years;
- providing services to elite athletes” (DCMS, 2001, p. 6)

The archetypal hub-club in a University context in the UK is the Team Bath concept at the University of Bath. Since 1998 the Director of Sport has been talking about a multi-sport environment that provides science, services and facilities with the athlete at the centre of the process. The use of the term “hub-club” by Sport England administrators came after a visit to the University by the then Minister for Sport, The Rt Hon Tony Banks MP in 2000.

The Cunningham report is clear that in terms of the development of sporting excellence, universities and colleges contain state of the art facilities and a wealth of professional skills and knowledge. (DCMS, 2001, Page 7). The challenge for those employed in the sports education sector is how to harness those physical and human resources to achieve sporting aims which meet the government agenda, but also sit within the agendas of their respective institutions and employers. This has been a factor as the Team Bath Judo Programme has evolved, to ensure that it meets the broader government sports agenda whilst still following the University institutional aims.

Consider the motivations for educational institutions to invest in sport, as opposed to recreation. Later this thesis will argue that Marxist Theory can be applied to sporting and educational organisations, and that investment in elite sport by educational institutions will be for their own aims.

Borrett (1991) identified three main reasons why governments invest in sport, by applying this to Universities; one might start to establish some of the motivations. Community benefits to a university may include increased media presence locally. A cementing of their place and role in the locality. Making a contribution to the morale of the local community and fulfilling their perceived social obligations. Also, as large employers, an impact on a reduction of lost work days through illness or injury would be welcomed and could also be seen as an economic benefit. There is considerable evidence for improved productivity of organisations which have a workplace recreation programme. International benefits which accrue to a university through investment in sport include a raising of international profile. This can impact on the ability to recruit and retain quality staff, and to recruit quality students. The impact of an investment in elite sport upon the recruitment of overseas students could also be seen as an economic benefit. The raising in profile that can result can also be used for political ends, whether that be in relation to the local authority, the national funding bodies and decision makers, or international agencies. Economic benefits to a university include the personnel and recruitment benefits outlined above as well as the more direct economic benefits associated with inward investment, either capital or revenue, which come as a direct result of an elite sport agenda.

Additionally many educational institutions value the role that sport plays in enhancing the student experience. This is nicely summarised by Lord Cunningham;

“Higher Education Institutions are independent, autonomous bodies whose income derives from a variety of public and private sources. The Government recognises the beneficial effects of sporting and recreational activities, and that participation in higher education is about more than attending lectures and classes.” (Cunningham, 2001, p 12)

A proposed future agenda for elite sport in Further and Higher Education is clearly spelt out in two key areas. (Cunningham, 2001, p 7). Firstly, to encourage best practice in university sports scholarships or through other means of supporting those with sporting talent studying in Further and Higher Education. Secondly to consider the role that both sectors could play as service providers to elite athletes and their coaches in fields such as sports science, sports medicine and an enhanced programme of coach development from the grass roots up.

Taking Cunningham's second point, institutions need to consider the type of support services required to support elite performance. Some support services are seen as more important than others. This may be by funding agencies, by Performance Directors, by National Coaches, or by University Coaches. Sometimes this may be due to political will to be perceived as the main provider in a particular sphere of influence. Political gain was identified above as a reason for institutions to fund sport, and this may also affect the types of service that various institutions choose to offer.

The literature is scarce regarding the services provided by educational institutions to support elite performance. Specifically, there is limited consideration of which services impact positively on sports performance outcomes. When discussing "readiness factors" for an institution to receive monies to support elite sport, Cunningham identifies five such services;

"The 'readiness factors' would include access for talented sportspeople to:

Facilities for training (approved by the appropriate NGB)

Quality coaches (approved by the appropriate NGB)

Quality sports medicine and sport science support (endorsed by the EIS)

Flexibility of course timing, selection and mode of delivery (e.g. Distance learning)

Athlete Career Education provided by the College/ University based ACE advisor." (DCMS, 2001)

Clearly there is an assumption that these five services will impact positively on the performance outcomes of the athletes, but this does not appear to be underpinned by any evidence to that effect. Currently, the emphasis of support to performers varies between sports. During the development of the TASS scheme, Performance Directors were asked to identify the range of services upon which the athletes would be permitted to draw on their award. The TASS scheme has become an important funding stream for the Team Bath Judo Programme and its impact upon the programme is outlined in the findings of this thesis.

The key point is that no-one has asked the athletes, which services actually make a difference to their performance. There is a large investment in services and yet there appears to be no research guiding that investment. However, the athletes themselves are

best placed to comment on which services make an impact on their performance. For this reason there is a need to address this gap in the literature. The question of which services impact on performance cannot be addressed generically, but must be considered in the context of a specific sport, and a specific training group. Therefore this thesis addresses that question, but does so within the broader case study framework to ensure that the context and environment which supports that performance is fully understood.

The author's role at the University.

Following on from a discussion on the background to the University of Bath, the sport of judo and the government involvement in sport, one final piece of background is important to assist the reader to understand the study, and that is a full understanding of the authors role at the University.

This is important because the research methodology employed draws to some extent on the action research tradition, and whilst being the researcher, the author has also been the driving force behind many of the actions that have created the environment under scrutiny. Further expansion on the action research methodologies is outlined later in the third chapter.

The author holds the position of Sports Development Manager in the Department of Sports Development and Recreation. He joined the University in November 1998 in the role of Teaching Fellow, before moving to his current role in 2001. He reports directly to the Director of Sport and oversees the work of a number of staff, including the High Performance Judo Coach. The Sports Development Manager is a member of the Department Senior Management Team contributing to strategic decisions across the whole Department. He is also the lead for the Departments 2012 Olympic Strategy Group. He serves on the University Blues Committee, and the University Equality and Diversity Network.

Since 2004 he has also assumed the role of Director of Judo. This “nom de plume” is a convenient appellation for an audience external to the University, and has been a valuable tool in the development of the judo programme. The Director of Judo oversees the Team Bath Judo Programme and the European Judo Union (EJU) International Training Centre based there. The author managed the acquisition of the Richard Bowen History of Judo Archive which is housed at Bath. As a founder member and then President of the International Association of Judo Researchers (IAJR), he line manages the IAJR Administrator and has established the University of Bath as one of the worlds leading centres for judo related research. He is the Programme Leader for the Foundation Degree in Sport (Sports Performance) accredited by the EJU as the level 4

elite coach education programme, and Programme Leader for the BSc Honours in Sport (Sports Performance, Work Based Learning). He is a member of the editorial board of the International Journal of Sports Science and Coaching. A 6th dan of the International Judo Federation, he is a former British Champion and has worked as a coach and mentor to a number of world and Olympic level judo players.

Context and significance of the Study

Having set the context of the authors' role at the University, this section sets the context for the study. These themes are developed further through the review of literature.

The study sits within a historical context of elite sport in education. Elite sport in education since its birth in the nineteenth century has evolved over recent years to encompass the development of sports institutes in the UK, the British Academy of Sport bid process, through the creation of UKSI, the United Kingdom Sports Institute, to National Network Centres, to development of English Institutes of Sport, to the creation of EIS company limited. Most recently what has emerged is a bi-polar leadership of the sector by the Universities of Bath and Loughborough. The awarding of the 2012 Olympic Games to the City of London may well colour that landscape further with talk of various legacy ideas which may well develop into initiatives over time. In 2007 both universities were short-listed by the British Olympic Association to be identified as the main holding camp base for the British Team prior to the London 2012 Games. It would seem therefore, that a detailed case study of a sporting environment at Bath has relevance to academics seeking to understand performance sports development.

Judo has a long history of association with the field of Education; judo in the UK has a long history of an involvement with the Universities. This relationship between judo and academia has its origins in the philosophies of Jigoro Kano and was developed in the UK through the efforts of key individuals such as Gunji Koizumi, Yukio Tani, Trevor Leggett, and more recently by Tony Sweeney. The creation of a judo programme at the University of Bath follows a tradition of University Judo Clubs stretching back more than a century. A case study of the judo programme at Bath will aid future historians as they seek to chart and understand the chronology of the sport, to quote Noboru Saito, President of the United States Judo Association, writing in the preface to *Judo in the U.S.* by Matsumoto and Brousse; "...to honor our Judo pioneers, and to collect historical Judo data for safekeeping for the generations to come." (Brousse and Matsumoto, 2005)

There is an increasing trend in the percentage of the British Olympic team who are either students or graduates. In the 1992 Barcelona Games this was 68% (BOA, 1992) rising to 74% in 1996 in Atlanta (BOA, 1996). The British Olympic Association Athlete Report from Sydney in 2000 identifies 80% of the British Team to be students or graduates, (BOA, 2000). The author conducted his own short investigation into the figures for Athens in 2004 and estimated the figure at 84%. It may be that this increasing trend is due to a number of universities specifically attempting to recruit elite athletes through scholarship programmes. Whether this is the case or whether there are other reasons for the trend is a topic worthy of further study. This case study will look at the recruitment processes applied in this instance. The concept of support for the student-athlete was first developed in the UK, at the University of Bath in the 1970s. A case study, such as this, which looks in detail at the framework of support for the student-athlete, in the institution with the longest history of that support, will be a valuable addition to the growing literature in that field.

Internationally there are numerous examples of elite sport systems based in an educational context. These include but are by no means limited to European examples at the Institut National du Sport et de l'Education Physique (INSEP) in Paris, France or Centre d'Alt Rendiment in Sant Cugat, Catalonia, Spain. The most widely respected examples of elite judo programmes in an educational context are to be found in Japan. Pilot studies for this research were carried out at Tsukuba University, near Tokyo, and Tokai University in Kanagawa, Japan. A full comparative analysis of judo systems in various nations would be a valuable addition to the literature, but is beyond the scope of this thesis. Nevertheless, the preliminary comparison between the relative priorities for service provision by the judo players at Tokai and Bath, included within this thesis provides some important pointers for those interested in such models.

Models of sports development systems are increasingly used in the literature (DCMS, 2001) to describe and explain processes applied within the emerging profession of sports development. One such widely known example of a sport development model would be the "Long Term Athlete Development Model" discussed by University of Bath swimming coach Dr Andre Vorontsov (1999), and widely cited by Dr Istvan Bayli in subsequent papers (2001, 2004). There are no existing models of a sport specific system within a university environment, this work seeks to address that omission,

concluding with a justification of a new model known as "The house of judo development".

Thus the context of this work provides us with a framework within which the aims and significance of the study can be understood.

Aims of the Study

The introduction has provided background and context to the University of Bath, within the Higher Education sector, and to Judo in the framework of British Sport. It has illustrated the relationship between judo and education and the background to the student-athlete, considering examples of overseas systems and the use of modelling to illustrate the sports development process. It has outlined how these models exist in a social and political framework, and the thesis will further explore these themes, particularly from a conflict theorist perspective. The introduction has sought to demonstrate that there is significant merit in a review of the Team Bath Judo Programme. That review takes the form of this case study.

The aim of this study is to consider the Team Bath Judo Programme as a single bounded case study; to view the case as a sports development process, and to illustrate the process as a model. Thereby, analysing the structural phases involved in establishing a judo environment within a university context.

In considering this judo environment within a university context, the study will select an appropriate framework for those structural phases, which one would expect within a sports development process. Within that structure, the services provided for the student athlete are explored in more depth. This is because an understanding of the resourcing of the student-athlete is of benefit to government, to sporting organisations, to educational institutions, to coaches, and to athletes.

Therefore, one of the objectives of this study is to identify those services which are provided by the University of Bath, in respect of the Team Bath Judo Programme with the aim of supporting the elite “World-Class” judo player. Specifically, which are perceived by the players to have the greatest impact on their performance? The study seeks to place this question within the background of the historical and sociological development of the programme.

As stated earlier Judo is the most popular sport in the world when measured by the number of member federations. This work will show it is also a high achieving sport

within the University of Bath structure. Overall, by using a appropriate methodology, as described in the third chapter, this thesis explains the sports development processes that have been applied in the creation of a judo programme of national and international significance.

CHAPTER II REVIEW OF LITERATURE

Judo and the educational institution have a relationship stretching over a century. This chapter explores that relationship and provides a summary and discussion of related work starting with a historical discussion of the background to the relationship between sport and education, from the late nineteenth century to the present day. The historical theme continues with a brief history of Kodokan judo, and a section on the relationship between judo and education. This leads to a detailed discussion on the historical development of judo in UK university environments, and a consideration of the development of judo as a sport. The review continues with an overview of sports scholarships, and a brief consideration of overseas models of sport and education. As stated earlier, this work recognises that sports development occurs in a social and political framework, and therefore the literature review concludes with a discussion of the application of sociological conflict theory to the case in question.

Sport and education, 19th and early 20th century background

In 1883 Baron Pierre de Coubertin, the founder of the modern Olympic Movement, visited Dr Thomas Arnold, the headmaster at Rugby School, who influenced his ideas on sport and education. The Baron was already influenced by the English Public School system having read Tom Brown's Schooldays in his youth. The book's author, Thomas Hughes had been a pupil of Arnold at Rugby. (McIntosh 1963)

Dr Arnold had been the headmaster from 1828 to 1842 and he saw sport was as a way of controlling the boys and keeping them out of trouble. It was seen in many of the public schools of the time that sport had a place in forming social skills and qualities which were an important part of the education of the public schoolboy. Charles Kingsley expressed this view in 1874 where he discussed how character can be formed on the playing field in his work entitled Health and Education.

“... that games conduce, not merely to physical but to moral health; that in the playing field boys acquire virtues which no book can give them; not merely daring and endurance, but, better still, temper, self restraint, fairness, honour, unenvious approbation of another's success, and all that “give and take” of life

which stand a man in such good stead when he goes forth into the world, and without which, indeed, his success is always maimed and partial.” (Kingsley 1874)

Many sports were developed at educational institutions in the 1800s. In the middle of the nineteenth century public schoolboys took to hunting and steeple chasing without horses or hounds, and so developed the sport of cross-country running. At Exeter College, Oxford in 1850 undergraduates decided to adapt a steeplechase for humans, and so using three foot six inch high agricultural hurdles, set them up ten yards apart, for a race over 140 yards.

Sport became a central part of the life of the public schoolboy in the latter half of the century. Harrow school invested heavily in extending their playing fields from eight acres in 1846 to 146 acres in 1900. The university colleges at Oxford and Cambridge did the same to ensure that the students were able to enjoy splendid sports facilities (Holt 1992). In addition to the development of facilities the public schools and universities are recognised (Radford 1991) as having been the home of the early generations of coaches. This was particularly so in the sports of cricket, tennis and rowing. However some time later in the early part of the twentieth century, men were employed in athletics as masseurs and trainers. One of the most famous of these was Sam Mussabini, employed by Cambridge University, where he coached Harold Abrahams who won the Olympic Games 100m in 1924. Interestingly the SportscoachUK (formerly, National Coaching Foundation) outstanding award for sports coaching is named the Mussabini Medal.

The first inter-university cricket match took place in 1827 and the Varsity Boat Race began two years later. The two universities have had a major role in establishing the commonly accepted rules for a number of sports. Old Etonians and rowing blues from the two universities formed the Leander Club at Henley, the oldest rowing club. Leander were the winners of the Olympic Eights in both 1908 and 1912, and today is the home club to Old Etonian, Matthew Pinsent MBE, Olympic Champion in 1992, 1996 and 2000.

Team sports particularly were seen as achieving group cohesion and a culture where everyone was obliged to take part. Holt suggests that “Sport became the true vehicle of school morality...”, going on to suggest that “Although sport was not supposed to be compulsory, in practice it was.” (Holt 1992)

An example of the level that sport was played in the universities is the career of the Oxford undergraduate Charles Burgess Fry. Fry captained his university in cricket, football and athletics in the 1890s, and went on to represent England in each of these sports. In 1893 at the age of 21 he broke the world record for the long jump, and in 1902 he played for Southampton in the FA Cup final. He captained his country as a cricketer scoring 94 first-class centuries, including six centuries in successive innings by 1901, a feat which is still unsurpassed. (Welch 1998)

Baron de Coubertin drew heavily on the philosophy of the English public school in drawing up his ideas for the revival of the Olympic Games. It is befitting that the Congress to discuss this Olympic revival in June 1894 was held at the Sorbonne, one of the earliest colleges of the University of Paris, and at that time renowned as the Faculty of Theology. Thus the Olympic Movement, the organisation to which all international sports federations are affiliated had its birth in one of the oldest universities in Europe.

This review continues by considering the development of sport in educational institutions through the latter part of the twentieth century.

Sport and education, late 20th century background

The Department of Physical Education at the University of Birmingham produced an analysis of British Sport in 1956 entitled *Britain in the World of Sport*. This led the Central Council of Physical Recreation (CCPR) to set up a committee in 1957 under the chairmanship of Sir John Wolfenden, the vice-chancellor of Reading University. The aim of the committee was “to examine the factors affecting the development of games, sports and outdoor activities in the United Kingdom and to make recommendations to the CCPR as to any practical measures which should be taken by statutory or voluntary bodies in order that these activities may play their full part in promoting the general welfare of the community.” (CCPR 1960)

The influence of the Wolfenden Report on British Sport is considerable as one of the main adopted recommendations was the establishment of a National Sports Development Council, later to become the Sports Council.

The first Minister for Sport was appointed by the then Prime Minister Sir Harold Wilson in 1964, the incumbent was the Rt Hon Dennis Howell MP. Reflecting in 1994 on how he was appointed, Howell recalled;

“So I went home and thought what I am to do. I haven’t got any Civil Servants, and I haven’t got a Department and I’m starting from scratch and I thought, thank God for Birmingham University.” (Howell, 1994)

Howell invited David Munrow and his Assistant Dennis Molyneaux, from Birmingham University to his house on a Sunday afternoon to consider what form the Sports Council would take.

“We said that what the world of sports needs, never mind this country, is an institute of sports practice and that it should be based in a university somewhere so that its academic standards were accepted and it should have research facilities available to it.” (Howell, 1994)

He went on to consider other roles for a university based Sports Council;

“It could keep it’s eye on these contractual arrangements and developing commercial situations within sport and I think also it would help to educate our sports administrators of the role of the Sports Council, the role of the CCPR and indeed the role of universities generally.” (Howell, 1994)

These prophetic statements by Howell, relate to a university with an institute of sports practice, with accepted academic standards, and research facilities within a contractual framework, providing for the training of sports administrators. It could be argued that the University of Bath has created just that, and that a detailed case study of that environment is a worthy addition to the literature.

The British Government discussed the issue of gifted sportsmen and women in their 1975 White Paper on Sport and Recreation, stating; “A particular study is being made of the possibility of developing centres of sporting excellence at universities and other colleges which would also provide for the general educational needs of selected young athletes.”

Sports Scholarships were initiated in the UK at the University of Bath, by the Director of Sport, Dr Tom Hudson. He recognises the difficulties that face the student athlete, particularly with regard to time management and financial support. (Hudson 1995) The first British Sports Scholar in 1976 was Martyn Hedges, a canoeist. Sadly Hedges was killed in a car crash soon after graduation. A special award for outstanding contribution to university sport at Bath still bears his name.

This farsightedness by Hudson, in creating an environment for the student athlete to train effectively established credibility for the University of Bath in the development of performance sport which exists to this day. This credibility is undoubtedly a reason why it is relevant to choose to research a case study within this institution. One could have chosen to consider a case study of a different sport, without the same links to education, at a different institution without the historical credibility and well-organised sporting structures. This would, of course, have been of limited interest to the reader, and had limited value to the sports development practitioner and of limited value as an addition to the literature.

The Palmer Report (1988) noted that Britain's top sporting hopefuls were being encouraged to go to establishments in the USA because Great Britain did not operate a system which provided for both their educational and sporting needs.

Paul Casey a British athlete studying at Oklahoma Baptist University in 1987 said "I came over here because I wanted to further my education and I also wanted to run. In England you can do one or the other but not both". (Bale, 1991) This view was supported by Paul McQuaid a swimmer from Manchester on a scholarship to the University of Georgia. "If I'd stayed in Britain I would probably have had to give up swimming altogether. Our universities are not flexible enough to allow you to train properly." (Chesshyre 1995). This view which was extremely prevalent thought the 1980s and early 1990s led to large numbers of talented British student / athletes moving to America. This figure was 450 in 1994. The exodus has been referred to by some commentators (Chesshyre 1995, Bale 1991) as "The Brawn Drain".

The Sports Council commissioned a report in 1992 to consider future directions for sports science research in the United Kingdom. The fifth of fourteen research priorities relates specifically to this thesis. The report states; "Very little is known about the ideal motivational climates for the development of high-level sports performance and this gap needs to be remedied." (Reilly 1992)

In 1996 following the Atlanta Olympics, Kevin Hickey, the Technical Director of the British Olympic Association said;

"What we are presently failing to do is to identify this talent in a more structured way, provide the lifestyle support in a co-ordinated programme and give full-time athletes an environment where all support services are available as and when required". (Hickey 1997)

This problem of talent development is referred to by Roberts (1996) as "Pathways of Success" or Roddy (1999) as "Pipelines of Talent". One initiative supported by the Department for Education and Employment seeks to go some way to rectifying the problem. The Youth Sport Trust is a charity established in 1994 to improve sporting provision for children in the UK, and they have created a charter mark scheme known as "Sports Colleges" which aims to do that (Campbell 1996).

Sir Rodney Walker, the Chairman of the GB Sports Council in 1996 is very positive about the issues around the identification and development of talent. "Sport should be an essential part of the education system, not only to identify young people who may possess the talent which will ultimately lead to sporting success, but because I also believe that sport plays an important part in developing a young person's character." (Walker 1996) By expressing his views in this way, Sir Rodney draws a bridge between the beliefs about muscular Christianity epitomised by Dr Arnold, and the modern concepts of talent identification often associated with the Australian sports system.

One of the most influential documents of the last decade was the Conservative Government's sports policy statement, "Sport: Raising the Game", launched in July 1995, by the Prime Minister, Mr. John Major. Raising the Game, contained a number of new initiatives, aimed at both school sport, and also high-performance sport. (Department of National Heritage 1995)

One of the most high profile initiatives unveiled was the proposal for a British Academy of Sport, with the Prime Minister pledging £100m of lottery funds to this project. Two important points need to be borne in mind. Firstly it is not within the power of the Prime Ministers office to pledge National Lottery funds. That power rests with the Home Country Sports Councils. Secondly the figure of £100m was being used prior to any decisions being made about the location of the Academy, the form that it would take, or the facilities housed within.

In 1996 a survey was carried out by the Leisure Industries Research Centre of top British sportsmen and women. The research was part of a feasibility study for a Sheffield bid for the British Academy of Sport. The results showed that 84% of athletes would like to see a scheme which provides top class athletes with modified educational arrangements. In fact 65% of sportspeople questioned for this survey were either currently studying for, or had previously attained a higher education qualification. The research concludes that "an extension of sports scholarship schemes could solve many of the problems identified....."(Gratton 1996)

Only one month prior to the launch of *Raising the Game*, an article in *The Times* (O’Leary, 7 June 1995) stated that “public spending constraints and practical difficulties have forced the National Heritage Department to scale down its plans”. This related specifically to plans to establish state sports colleges.

Another initiative which received considerable publicity was the proposal to increase the number of sports scholarships available at universities and colleges of further and higher education.

Following on from this proposal a committee was appointed by the Minister of Sport, Iain Sproat M.P. to consider the question of sports scholarships. The chairman of the committee was Sir Roger Bannister, and is colloquially known as the Bannister Committee (Bannister 1996). The current Director of Sport at the University of Bath served on the Bannister Committee, conducting a government review of the status quo in relation to provision for the student athlete. This is dealt with in detail in the section on sports scholarships. Roger Bannister was the first human to run a mile in less than four minutes. He did this on the university track whilst still an Oxford undergraduate.

Oxford University have been highly influential in the development of judo in universities, boasting a judo club since before 1926. Before discussing this and other university judo clubs in detail, first this thesis takes the reader through a summary of the background to the sport of judo.

Original historical research into judo

The following four sections of the literature review; A brief history of Kodokan judo, the relationship between judo and education, the development of judo in a UK university environment, and, the development of “sport judo”, sit within the literature review in order to assist the reader understand the logical argument of the thesis. However these sections contain considerable tracts of original historical research, and provide background to the context of the case study.

A brief history of Kodokan judo

Matsumoto and Brousse (1999) describe judo as a tremendous and dynamic combat sport that demands both physical prowess and great mental discipline. Judo is a concoction of ancient martial arts styles, mixed together in the nineteenth century by a young educationalist, growing up at a time of great change in Japan. The Meiji restoration opened up the country to outside influences for the first time and the ruling samurai class were no longer allowed to carry the traditional sword. (Callan, 2000)

The life of the founder of judo, Jigoro Kano is chronicled by many authors, including Murata 2005, Kodokan 1955, Hoare 2006 and Matsumoto 1996.

Jigoro Kano was born to a wealthy sake brewing family in 1860, in what is now part of the city of Kobe. His grandfather was a poet and a scholar of Chinese. He was gifted at languages but was a rather small and frail boy. In 1870 he moved with his father to Tokyo, following the death of his mother. He was sent to a Confucian school, and also for private English lessons. His English teacher, Mitsukuri Shuhei was a scholar interested in educational reform. In 1875 he attended the Kaisei Gakko Foreign Languages School. In 1877 he entered Touyo Teikoku (Imperial) University, what was later to become Tokyo University to study politics, philosophy and economics.

Kano was keen to learn the ancient samurai art of jujitsu, which had fallen in popularity. He sought out a master of the Kobusho school, Hachinosuke Fukuda, and studied for three years before switching to the Kito style following Fukuda's death.

In 1882, on graduation, he was appointed as a lecturer in politics and economics, in the Gakushuuin, a private school for the higher classes. He also started the Kano Juku, his own private school where his aim was to build the character of his pupils. This was also the year he formed his own jujitsu school, known as the Kodokan. The Kodokan was held in a small room containing eight mats in Eishoji Temple, a Buddhist monastery, (Murata 2005). He taught a mixture of styles and called this amalgamation judo. He chose the term judo to separate his teachings from the ancient arts. Matsumoto and Brousse (1999) explain that the word judo consists of two Japanese characters, ju,

meaning “gentle” and do, which means “the way”. Therefore judo means “the way of gentleness”.

Incorporating a number of educational philosophies, the aim was to make the most efficient use of mental and physical energies. Judo was developed as a competitive sport and a way of life. It was a physical expression of Kano’s ideas about education.

Kodokan students were encouraged to travel and spread the teachings throughout the world. In 1906 an Englishman, E.C.D. Rawlings founded the first club in Europe at Cambridge University. In 1907, the first club in the United States was founded in Seattle. Kano’s pupil Yoshiaki Yamashita went on to teach President Theodore Roosevelt, who was a keen enthusiast. Later in Britain, the Budokwai (way of knighthood society) was founded by Gunji Koizumi. Koizumi was an important figure in the development of judo, both in Britain and in Europe.

In 1909, Japan was invited to join the International Olympic Committee (IOC) by its founder, Baron Pierre de Coubertin. Jigoro Kano was chosen as the nation’s representative and he became the first Asian member of the IOC.

The sport spread throughout the world in the following decades. Judo would have been a sport at the 1940 Tokyo Olympic Games if these had not been cancelled due to war. Following the war a number of key organisational structures were established, with the founding of the British Judo Association, in a meeting at Imperial College, London, on 24 July 1948 under its first Chairman, John Barnes, the founding of the European Judo Union also at Imperial College, London on 26 July 1948 under the brief Chairmanship of Trevor Leggett of Great Britain, and the founding of International Judo Federation, at Choy’s Chinese Restaurant, Soho, London on 12 July 1951 under its first President Dr Aldo Torti of Italy. (Bowen, 1999)

The relationship between judo and education

Education

There is nothing greater in the world.

The moral education of one person extends to 10,000 people.

The education of one generation spans one hundred generations.

(Professor Jigoro Kano)

Callan (2000) notes that Kano saw that education was about three things – the acquisition of knowledge, the teaching of morality and the training of the body. This is supported by Matsumoto and Brousse (1999), who state that judo is a wonderful system of physical, intellectual and moral education, which gives its students a code of ethics, a way of living and a way of being. The Judoka (Judo player) moral code is promoted by the French Judo Federation. It encourages; Politeness, Courage, Sincerity, Self-control, Honour, Modesty, Friendship and Respect. Matsumoto and Konno (2005) demonstrated that judo students were happier than others.

The following statement by Matsumoto and Brousse (1999) was quoted by the Team Bath Judo Programme on marketing material in 2004 at the launch of their junior programme in order to appeal to parents.

“Judo students learn to be attentive, and develop a good work ethic that they can carry with them into other parts of their lives. Judo students learn modesty and fair - play. Values related to sincerity, courage, and commitment are fostered. Arrogance is not allowed, and Judo students learn to persevere in a physically and mentally demanding training that fosters emotional control and diligence, Judo students greet one another with respect and courtesy, and show their instructor esteem and admiration. In short, Judo students learn much of the social etiquette necessary to become solid citizens of the world.”

Kano was renowned as an educator, rising within his professional career to the position as headmaster of the Tokyo Teacher Training College. He saw judo as a physical manifestation of his educational ideas. He summarised the fundamental principles of

judo into two tenets. The principle of maximum efficiency, Seiryoku Zen'yō, and the principle of mutual welfare and benefit, Ji-ta kyōei.

In a lecture at the Parnassus Society, Athens, Greece, on June 5, 1934, Kano describes the aim of physical education;

“I believe the aim of physical education should include at least the four following items: Health, Strength, Utility and Spiritual Training, including Intellectual, Moral, and Aesthetic phases.

Nobody would disagree with this statement, but I wish to call your special attention to the fact that nobody, even the specialists in physical education, seems to study the respective importance of those four items. Are not many of the promoters of physical education laying too much strength and skill? Are not teachers of gymnastics paying their attention almost exclusively to the interior organs and the harmonious development of the body?

Into such mistakes people naturally fall because the aim of physical education is not clearly set forth and the inter-relation of these four items is not seriously studied. This happens because the principle of Maximum-Efficiency is not yet universally recognised and but few people seem to study such a subject from the point of view of this principle.”

He then goes on to discuss the application of the principle of Maximum-Efficiency to moral and intellectual training.

“In a similar way as I have said in connection with the four items of physical education, the inter-relation of intellectual and moral culture as well as these two with physical culture should be a subject of serious study. However, not only people at large but even educators are quite indifferent to this. In intellectual culture, strictly speaking, the acquisition of knowledge and the cultivation of intellectual power are so correlated that they cannot be treated separately. Still, the cultivation of the power of reasoning and judgment and the mere acquisition of knowledge may be looked at in different lights and the respective share they should have in intellectual culture should be specially studied.”

A century after the opening of the Kodokan, Goodger, writing in 1982 discussed the nature of the moral code which typified the post-war core judo culture in Great Britain. He notes;

“It is interesting to consider the possible relationship between the precise, powerful and absolute nature of moral rules and the strong regulation that tended to exist in the pedagogical relationships of that culture.”

Matsumoto and Brousse (1999) refer to the Kano biography by David Waterhouse where he identifies Kano's three pronged approach to education. These prongs being, the acquisition of knowledge, the teaching of morality, and the training of one's body by physical education. This “Principle of the Three Educations” or “san iku shugi” was based on the theories of Herbert Spencer, the English Victorian philosopher and political theorist. Spencer is known as the architect of Social Darwinism and coined the term “Survival of the Fittest”. This influence can be seen from the title of Spencer's 1861 work, “Education, Intellectual, Moral and Physical. (Spencer 1861)

In personal communication with the author Waterhouse (2007) describes the link between the two fundamental principles of judo and the work of Herbert Spencer;

“Kanō's two maxims for jūdō, Seiryoku Zen'yō and Ji-ta kyōei, underwent a long evolution before reaching their final form late in his life. In a lecture on 11 May 1889 Kanō summarised the physical training he had received in Tenjin Shin'yō-ryū and Kitō-ryū, and said he thought it was possible to use jūjutsu to realise simultaneously taiiku, chiiku and tokuiku: in other words, Spencer's Physical, Intellectual and Moral Education, respectively. As for Spencer's influence on Kanō, I think that my immediate source was the official Kōdōkan biography edited by the Kanō Sensei Denki Hensankai in 1964 (repr. 1977).”

Interestingly in 1833 Herbert Spencer was sent to Bath to be educated by his uncle. His first publication “Crystallization” appeared in the January 1836 edition of the Bath and West of England Magazine. In his autobiography there are references to the Bath Union and The Bath Magazine.

In Sir George Sansom's *The Western World and Japan* (London, 1950) you will find some general information about the influence of J.S.Mill and Herbert Spencer in Japan.

Several of Spencer's works were translated in the later 19th century, but Kano would have been capable of reading him in English: particularly Spencer's *Essays on Education and Kindred Subjects* (first published together in 1861). Part I of this collection is entitled *Education: Intellectual, Moral, and Physical*; which became in Japanese the *san'iku shugi*, "Guiding Principle of the Three Educations", and was well-known in Meiji intellectual circles. Kano would have been familiar with it, and was certainly capable of reading Spencer in English; though in his collected works (the *Kanō Jigorō Gaikei*, 14 vols., 1987-88) there seems to be only one passing reference to Spencer. (Waterhouse 2007)

Spencer's influence can be discerned in Kano's insistence on the importance of education, in his emphasis on the moral side of judo, and his finding a place for women in Kodokan judo. (Spencer was not the first person to encourage physical education for women, but his essay on "Physical Education" (1861) argues the case strongly.)

Kano (1932) wrote "a healthy body is a condition not only necessary for existence but as a foundation for mental and spiritual activities. No matter how healthy a person may be if he does not profit society his existence is vain". He specifically mentions the intellectual, moral and physical aspects of judo in his 1932 work, *The Contribution of Judo to Education*:

“Judo is a study and training in mind and body as well as in the regulation of one's life and affairs. From the thorough study of the different methods of attack and defense I became convinced that they all depend on the application of one all-pervading principle, namely: "Whatever be the object, it can best be attained by the highest or maximum efficient use of mind and body for that purpose". Just as this principle applied to the methods of attack and defense constitutes Jiu-jitsu, so does this same principle, applied to physical, mental and moral culture, as well as to ways of living and carrying on of business, constitute the study of, and the training in, those things.”

In 1919 Kano met John Dewey whilst he was a guest lecturer at Imperial University. Dewey went on to play a leading role in the development of the American educational system. Kano took Dewey to the Kodokan to explain his ideas on a mat. Dewey was in admiration of the system which Kano had developed. Later, Dewey, writing in 1929, in

a chapter entitled The Work of Herbert Spencer in his book Characters and Events, pointed out that the theory of evolution had a long history in European philosophy. (Holmes, 1994)

Finally in this brief review of the relation of judo and education, reference is made to another of Kano's famous speeches entitled "The contribution of judo to education". It was made on the occasion of the 1932 Los Angeles Olympic Games which Kano was visiting in his capacity as an IOC member. He discussed education in the context of the acquisition of knowledge;

"Besides the acquisition of useful knowledge, we must endeavour to improve intellectual powers, such as memory, attention, observation, judgment, reasoning, imagination, etc. But this we should not do in a haphazard manner, but in accordance with psychological laws, so that the relation of those powers one with the other shall be well harmonized. It is only by faithfully following the principle of maximum efficiency, that is Judo, that we can achieve the object of rationally increasing our knowledge and intellectual power."

The development of judo in a UK University environment

Following on from a discussion on the relationship between judo and education, this section chronicles the history of university judo in Great Britain between 1906 and 2006. This provides a specific background to the development of the Team Bath Judo Programme, and helps the reader to put this development into the context of the last century of judo development within universities.

In 1906 Evelyn Charles Donaldson Rawlins founded the Trinity College Ju-jitsu club for the study of judo, with an initial membership of 25. Trinity is a College of Cambridge University founded in 1546 by King Henry VIII. Bowen, 2006, contends that this is the oldest judo club in Europe. Alumni of Trinity include the physicist, Sir Isaac Newton and the poets Lord Byron and Lord Tennyson. The Great Court Run, a Trinity athletic tradition is a central scene in the film “Chariots of Fire” (David Puttnam, 1981).

Mr E. C. D. Rawlins was born in 1884, and schooled at Eton College. Following a period in Geneva, where he worked as an interpreter, he went up to Cambridge University to Trinity College. The Ju-jitsu Club was supported by Mr J. R. Hetherington of Pembroke College. Three other Trinity College men, Messers Bouwens, Scanes and Napier also supported the club, acting as recruiters. Mr Hetherington became the Honorary Secretary and Treasurer to the fledgling club. Information related to the origins of Cambridge Judo is thanks to a letter written by Evelyn Rawlins discussing the founding of the club. A copy of the letter was kindly passed to the members of the current Cambridge University Judo Club by Sir John Rawlins, E. C. D. Rawlins’ nephew and Oxford University Judo Club President 1941-2. In the letter, Rawlins notes that the club grew rapidly and soon required to engage the services of Mr Yukio Tani and Mr Eida on a daily basis. It is known that Yukio Tani was brought to England in 1900 by Mr Edward Barton Wright, an engineer who had learnt ju-jitsu whilst in Japan. However little is known about Mr Eida.

Rawlins went on to a life in the civil service, and on 11th December 1937, King George VI appointed him to be His Majesty’s Consul General for the Republic of Bolivia.

The Reverend Dr Arthur C Bouquet (Trinity College) was Senior Club President from the early post-war days (1920s) until he retired in his late 80s in 1969, enjoying a long and influential tenure at Cambridge. Dr Bouquet was an academic in the Divinity department, specialising in comparative religion and was the author of the standard text on the subject, "Comparative Religion" first published in 1941. Aside from his academic achievements, Dr Bouquet is fondly remembered for being a very practical and down to earth man who never lost touch with the real world.

The earliest mention of judo in a tertiary education institution in the minutes of the Budokwai Committee is on 10 March 1920. At 7.30 pm by the request of East Ham College, Mr Yukio Tani and Mr Gunji Koizumi gave a judo demonstration at their gymnastics display. The College is now part of Newham College of Further Education. Mr Koizumi had founded his own martial arts society, The Budokwai, in London on January 26th 1918; he had a fundamental influence on the development of judo in Europe and is often referred to as the father of British judo.

The early development of judo in the UK was much boosted by the visit of Professor Kano en route to the Antwerp Olympic Games. On 15 July 1920, at midnight, Professor Kano arrived with Professor Hikoichi Aida (4th Dan) who was to be the instructor at the Budokwai. Mr W. E. Steers and Mr G. Koizumi met them at Waterloo Station in London. On 30 July 1920 at 6.30 pm, a reception was held to welcome Professor Kano and Professor Aida and the Japanese competitors for the 1920 Olympic Games in Antwerp. Mr Steers presented an address of welcome and Mr Koizumi explained how Professor Aida became instructor to the Budokwai, he was in fact sponsored by Mr Yuye Yokoyama of Tokyo. After the reception, Professor Kano and Professor Aida gave a demonstration of Ju-no-kata.

On the 4th August 1921, a judo class was opened at the Indian Students Club, Tottenham Court Road. Professor Aida and Mr Koizumi were the coaches and the class was attended by six students. The class continued each Monday and Thursday at 3 pm.

29 August 1921 Professor Aida, who was then the Chief Instructor at the Budokwai, went to visit a friend in Cambridge. It is unclear whether this visit had any connection

with Trinity College Ju-jitsu Club, and also whether Professor Aida and Mr Eida referred to in the letter of Evelyn Rawlins are one and the same. Although as noted earlier, Professor Aida did not arrive in England until 1920.

It is known the Oxford University Judo Club was formed prior to 1926 thanks to a photograph of the teams of Oxford University and the Metropolitan Police dated November that year.

Following the Great War the Trinity Ju-jitsu club was restarted as the Cambridge University Ju-jitsu Club in 1926 by Joseph Chamberlain, son of Sir Austen Chamberlain, Chancellor of the Exchequer 1903-1905 and 1919-1921 and winner of the Nobel Peace Prize in 1926. Regular visits and friendly matches were organised with the club and certainly included events with Oxford and the Metropolitan Police team in the 1920s. Floyd (2006) states that Cambridge University Judo Club became one of the first clubs to be affiliated to the now established Budokwai. However the minutes of the Budokwai Committee in 1927 and 1929 refute this.

The first mention in the minutes of club affiliations was on 25 January 1927 at 5.30 pm. This is almost nine years after the forming of the Budokwai. The Committee Meeting was Chaired by the then Chairman of the Club, Sir Percy Cunyngham. The minutes read;

“An informal discussion took place concerning a scheme whereby clubs practicing judo could become affiliated with the Budokwai, which in turn would undertake to grade students of judo in conformity with the practice followed in Japan. No action was taken or decided upon, but the principle was approved and discussion of details reserved for subsequent consideration.”

On 22 June 1927 the rules of the Budokwai were amended to accept affiliations. “The General Committee has power to accept applications for affiliation to the Budokwai from London and other provincial judo or ju-jitsu clubs.” The minutes dated 17 February 1928 stated that there were five affiliated clubs, but sadly these are not listed.

On 1 March 1929 an application for affiliation from Cambridge University Ju-jitsu Club was considered by the General Committee of the Budokwai. The minute’s record;

“After examination of the correspondence in this context, it was decided that at the present stage the clubs development was not such as to justify application, which had better therefore be postponed for the present.”

Another important figure in the early days of Cambridge Judo was JJ Knonsheil, who coached the club from 1926/7 until his death in November 1957, with occasional guidance from Gunji Koizumi and the Budokwai. Players who trained under him recall his legendary career before taking up coaching in Cambridge. During the War, JJ was an agent of the French Field Security Police. While living and operating behind enemy lines JJ was captured, only to escape on the eve of his execution. His obituary reads “Warm and humorous but at the same time strong, clear headed and philosophical, it made him a guide and friend to many generations of Cambridge men”. Under his tuition the Judo Varsity Matches began and Judo subsequently attained Half Blue status in Cambridge.

The April 1929 first edition of The Budokwai! includes an article by Mr C.B.G. Dobson entitled, “Judo at Oxford”. He states that the Varsity Ju-jitsu club is receiving instruction in all branches of judo from Mr G. Koizumi and Mr Y. Tani. It mentions a successful lecture and demonstration of judo given by Mr Koizumi and Miss B.E. Woolhouse at Lady Margaret Hall, Oxford on Wednesday 30 January 1929. This was followed by a spectacular display of Kime-no-kata in the course of which Mr Koizumi attacked Miss Woolhouse with the “five-irons”. A further lecture and demonstration of judo was given on Thursday 7 February 1929 by the Oxford University Ju-jitsu Club.

The Budokwai minutes of 26 July 1929 mention a suggestion that posters should be put up at University College, London and Queens College, London. Thus it seems that certainly by 1930 there were judo classes in at least three UK universities, Oxford, Cambridge and London.

The inaugural varsity Judo match was held in February 1930 at the Cambridge Guildhall and was won by Cambridge. According to Floyd, the match was the first formally instituted competition outside of Japan, an achievement recognised by the Japanese Ambassador and President of the Budokwai, Viscount Matsudaira, who awarded the varsity trophy that bears his name. However the authors’ interpretation of

Matsumoto and Brousse's account of the development of judo in the U.S. lead to the conclusion that it would seem highly likely that there were matches between the dojos in Seattle, Hawaii or California prior to this date.

In 1926 His Imperial Highness Prince Chichibu, accompanied by Viscount Tsuneo Matsudaira had attended the ninth annual Budokwai Display. Viscount Matsudaira was appointed Japanese Ambassador to Great Britain in 1929 and accepted the position as President of the Budokwai. He presented the solid silver challenge cup to the Oxford and Cambridge Universities as a gift from Japan.

The Budokwai, the Budokwai magazine records the recollections of Gunji Koizumi of the first inter varsity match between the teams representing Oxford and Cambridge Universities. The selected teams of 6 men, met at the Corn Exchange, Oxford, on 27 February 1930 at 3 pm. The rules required the completion of a match by two clear points. The result rested on the final match which saw E.B. McDowall of Trinity College, Cambridge succeed in scoring with a leg lock in a ten minute contest against F. H. Ziegler of Pembroke College, Oxford.

Following the match, Mr Koizumi, took on all of the Cambridge team and four of the Oxford team in a one versus ten contest, throwing all ten opponents in a total of three minutes forty-five seconds.

In 1931 Mikonosuke Kawaishi arrived in England and began teaching at Oxford in October 1932 in place of Tani and Koizumi. Kawaishi had been captain of Waseda University in Japan and since 1923 had lived in the United States studying at San Diego State College and Columbia University. Kawaishi left England in 1935, following an accusation of assault which led to a court case, and him being fined forty shillings. Prior to his departure he graded Ralph Morris-Owen to first dan. A new undergraduate at Oxford in 1930, Morris –Owen was reading Zoology at Balliol. This was the first black belt achieved in the Oxford Club.

Following the departure of Kawaishi, Oxford was unfortunate in not having a resident coach, which meant having to travel to London for instruction. This advantage to Cambridge made the Varsity matches of this era very one sided. Over a thirteen year

period Cambridge was the most successful of all teams competing in Great Britain in open competitions. This feat included winning the Baron Matsui Cup presented for open competition by the Budokwai.

Manchester University Judo Club was founded in 1944, under the Presidency of Gunji Koizumi.

The meeting to discuss the forming of the British Judo Association was held at London University's Imperial College Union, on Saturday, July 24th 1948. The meeting convened at 14.30 hours. Three of the nine present were representing Universities:

“Miss Barbara Ball (later Dr), Liverpool University; G. Dawson-Grove, Imperial College, London; Hylton Green, Imperial College, London, John Barnes, Budokwai; Michael Bell, Budokwai, Frederick Kauert, Budokwai; Gunji Koizumi, Budokwai, and representing the South Shields Judo Club, Eric Dominy, South London Judo Society,* Budokwai,; and representing Bristol Judokwai; (*later the London Judo Society); Stan Bissell, Budokwai. - Manchester Y.M.C.A. Judo Club sent apologies.” (Bowen, 1999)

So the Universities of Liverpool and Imperial College, London were represented at the founding meeting of the British Judo Association.

The Yukio Tani vase was first competed for in 1951 between Men's University Teams. The Inter University Trophy was presented to the Budokwai by the Japan Society, London, in memory of Yukio Tani (1881 – 1950) who first brought ju-jitsu to Europe and was the first judo instructor at the Budokwai, had sadly passed away the previous year. Victorious in 1951-52 was Leeds University.

Following the efforts of Tony Sweeney, at that time a green belt in his second year at Bristol University, the British Universities Judo Association was constituted as a National Association within the British Judo Association at the BUJA Inaugural Meeting held at Birmingham University in December 1957. This was subsequently ratified by the BJA.

D. Moss from Birmingham University Chaired the meeting. The universities of Glasgow, Kings College, London, Southampton, Cambridge, Leeds, Oxford, Bristol and

Birmingham were represented. The first elections were held for the BUJA and R. Barry Williams of Leeds was elected Chairman, John Semple of London was elected Honorary Secretary, and Frank Davidson of Glasgow was elected as Treasurer. R. B. Williams was a 3rd Kyu at the time.

Mr Kenshiro Abbe, an 8th Dan and former chief instructor to the Tokyo police had taken over coaching at Cambridge in 1958. Abbe is best known for founding the BJC, or British Judo Council, breaking away from Koizumi's British Judo Association and following different standards.

The British Universities Judo Association was affiliated to the BJA, while Cambridge, under the guidance of Abbe, was BJC oriented. Concerned at the problems this posed, in 1962, Frank Maine who had fought for the British Universities team and the committee orchestrated a change of allegiance and coach. Mr Senta Yamada (6th Dan Judo, 6th Dan Aikido), took over as head instructor at Cambridge until 1964.

The British University Championships in 1957-58 were held at the Birmingham University dojo. Leeds beat Glasgow in the final, retaining the championship for the third successive year. In the summer of 1958 BUJA sent a team to the first European Universities Judo Championships held in Beauvallon, France. The team include Tony Sweeney of Bristol University who in 1964 was to represent Great Britain in the Heavyweight category of the 1964 Olympic Games in Tokyo. Also in 1958 was the first English Universities vs. Scottish Universities match. This was organised by John Semple, and sponsored by the Times Educational Supplement. The referee was Robert Smith.

In August 1958, the BUJA was coming to the end of its first academic year of existence. The founder, A. Sweeney was concerned for the future of his fledgling organisation and in calling for proposals for future Officers he writes "The activities of the next two months will dictate the future of University Judo during our student life, if not longer; and I hope you will respond accordingly."

The BUJA Inter Regional Championships, were initiated in 1959, teams of 10 men competing for the Barnes Shield. This was presented by the BUJA President John G. C.

Barnes (1910 – 1997), a Life Vice President of the EJU. Writing in the March 1959 edition of 'Judo', John Semple discusses the relationship between the British Universities Judo Association and the British Judo Association, giving the BUJA the position of an Area Association. Two university summer courses were arranged at the Budokwai under the direction of G. Gleeson.

In October 1962 an English Universities vs. Scottish Universities match was held at Glasgow University. This also included teams from the East of Scotland and the West of Scotland as well as various demonstrations of breakfalls, randori, and combination techniques. The Inter University Team Championships was won by Loughborough narrowly beating London.

The 1964 British University Championships was purely a team event, of five men, open weight. The event was held at London University Union, but the home team lost to Leeds in the final. Graham Holling was the captain of the Leeds Team and in the second European University Judo Championships held in Delft, Holland, he won the gold medal. British players also won silver and bronze. As this was the last time a European University Championships would be run, Holling remains the “undefeated European University Champion”.

The First World University Judo Championships was in Prague, Czechoslovakia in 1966, with a team of 11 competitors, GB won one bronze. This event was organised by the International University Sports Federation (FISU) and so the British entry required support from BUSF (British University Sports Federation). Competing at middleweight for Great Britain was Richard Barraclough, a 2nd dan from Modeley Technical College, who went on to be the Team Manager for many subsequent world University Judo Championships, and also a Vice President of the British Judo Association. The 1967 World Student Games were held in Tokyo, Japan. GB won two bronze medals. Flag bearer at the opening ceremony for the British team was Menzies Campbell, who went on to win two silver, and one bronze medal in Athletics. As Sir Menzies Campbell he was elected in 2005 as the leader of the Liberal Democratic Party in the United Kingdom.

During the mid-sixties the BUJA operated a pilot 'Development Scheme' with the approval of the BJA that targeted recruitment at the beginning of the academic year. At the time this dramatically increased the number of individual members of the BJA and helped to fund the international university programme. In the 1966-67 academic year, this initiative enrolled an additional 1209 BJA members, including 423 at the London University Colleges. Writing in 1967, the Public Relations Officer of the University of London Judo Club talks of "a thousand students who practise judo", and claims to be one of the largest University Sports Clubs in the country. Some two years earlier, they had started a separate club, the University of London Women's Judo Club to meet the demand for ladies judo. In 1968 the World University Judo Championships were held in Lisbon, Portugal, GB won one bronze. In 1969 the first man to receive the award of a Blue for Judo at Oxford was Bob Darby, of St Edmunds Hall, reading Physics.

In around October 1970, the University of Bath hosted the Southern University Judo Team Championships. The event was to be organised by the then coaches at the University, Frank Smith and David Hutton, both also coaches at the Bath Judo Club, known locally as the Paragon Club, by virtue of the fact that they practiced at the Paragon School in Bath. David Hutton had been appointed by the first Director of Sport at Bath, Tom Hudson, around a year previously.

The event was attended by four local judo players as spectators, Peter Thatcher, Ian Travers, Margaret Leyshon, and Lloyd Roberts. However due to the chaotic nature of the event with the confused recording of the pool sheets, and arguments ensuing over the results of matches, after a couple of hours, Tom Hudson approached Peter Thatcher and asked him if he would help out. The event was halted, Messers Hutton and Smith left the building and Mr Thatcher took a show of hands as to whether those present would prefer him to reorganise the championships. This was agreed, and the pool sheets were re-written, the event progressed with the refereeing and table officiating conducted by Thatcher and his assistants.

Following the Championship, Hudson took Thatcher to the University Senior Dining Room for a meal, and asked him to consider taking over the running of the University Judo Club, which Thatcher initially refused, but Hudson was a persistent man, and following subsequent meetings, Thatcher accepted in November 1970 and held the

position as University of Bath judo coach for the following 29 years. At that time the University of Bath Judo Club trained in the canteen of the South Building, as this was prior to the development of the Sports Hall, later to be known as the Founders Complex.

In the 1970s the Inter University Championships moved to Crystal Palace National Sports Centre, London, and the BUJA events had official recognition as the BUSF Championships. In 1972 the BUSF hosted the World University Judo Championships at Crystal Palace in London. The players stayed at nearby Avery Hill College, now part of the University of Greenwich.

The 1974 World University Judo Championships were held in Brussels, Belgium, with entries from a total of 26 countries. Brian Jacks competed, winning a bronze medal. Jacks was the reigning British Student Champion, who ten years earlier had represented Great Britain at the Olympic Games in Tokyo. Renowned as a showman, Jacks had beaten Roy Inman, also of the Budokwai in the British Open final. That year the Barnes Shield for the Group Tournament was won by a combined Oxford and Cambridge Team who defeated Scotland in the final.

The first Official British Student Sports Federation Judo Tournament for women was held in 1977 with only two weight categories. In the British University Championships, Manchester University won the Yukio Tani Vase as the 25th holders of the trophy.

In 1978 the World University Judo Championships were held in Rio de Janeiro, Brazil. The British Team included Peter Blewett fighting at under 71kgs. Later Blewett went on to be appointed Chief Instructor at the Budokwai. Another British competitor was John Hindley. Fighting at under 86 kgs he lost to Michel Brousse, now a Professor at Bordeaux University. In the Open category, Hindley lost to Yasuhiro Yamashita, later IJF Education and Diffusion Director, who went on to win the competition. Yamashita is of course famous for his string of 206 consecutive contest wins, including four world championship titles and the gold medal in the 1984 Los Angeles Olympic Games. The British University Team also competed in the 1978 National Team Championships which were held at Bath Sports Centre. Accommodation for the team was at Bath University.

In 1980 the World University Judo Championships were held in Wroclaw, Poland. David Rance was a bronze medallist for GB. In February of the same year Rance had beaten William Jackson of Bath University in the BSSF Individual Championships at under 65 kgs. Jackson subsequently changed weights to under 71 kgs to take a place on the British Team for the World University Championships. The author was the British Team representative at under 60 kgs in this event.

In 1982 the World University Judo Championships were held in Finland. The Student team had competed at the National Team Championships in March, and were represented at +95 kgs by R. Willingham of Portsmouth Polytechnic. Better known as Bob, Willingham went on to found the World of Judo magazine, and is the International Judo Federation Official Photographer.

The 1984 World University Judo Championships were held in Strasbourg, France, and in 1985 the World University Games were held in Kobe, Japan, and these included Judo as a demonstration sport. The 1986 World University Judo Championships were held again in Rio de Janeiro, Brazil. In the BUSF Championships that year the gold medallist at under 78 kgs was Eric Joyce of Stirling, who later became a Member of Parliament following a period as a student of management at the University of Bath. In 1988 the World University Judo Championships were held in Tbilisi, Georgia, and the 6th Matsutaro-Shoriki Cup, International University Judo Tournament was hosted at the Nippon Budokan in Tokyo. In 1990 the World University Judo Championships were held in Brussels, Belgium. The Oxford and Cambridge Universities combined to organise a trip to Japan.

In 1994 the World University Judo Championships were held in Munster, Germany. In 1995 the World University Games were held in Fukuoka, Japan and included judo, again as an optional sport introduced by the organising committee. Michelle Holt was a bronze medallist for GB.

The World University Judo Championships were held in Montreal, Canada, in 1996, in Prague, Czechoslovakia, in 1998, and in 1999 the World University Games were held in Palma, Majorca. In March 1999 members of Tokyo University Judo Club, visited Oxford and Cambridge Judo Clubs as part of a UK tour. The dinner marking the

occasion, was held at the United Oxford and Cambridge University Club in Pall Mall, London, and was attended by Professor David Waterhouse, Mr Charles Palmer OBE, Mr Trevor Leggett, Mr Richard Bowen, The Marquis of Queensberry, (whose ancestor had established the accepted rules for the sport of boxing), along with the Japanese Ambassador to Great Britain, His Excellency Sadayuki Hayashi.

Also in 1999, the University of Bath made the appointment of a full-time High Performance Judo Coach, the first UK University to do this. The successful applicant was Roy Inman 8th dan. As the former Great Britain Women's Coach, Inman has guided eight World Champions to 13 world titles, and produced six Olympic medals. With the appointment the university added judo as a focus sport to the emerging "Team Bath" sports programme, facilitating the opportunity to combine high level sport and study. In 1992 Inman had been awarded the Order of the British Empire by Her Majesty the Queen for services to judo. Twenty years before in the early seventies, Inman had studied judo at Sekijuku, a private dojo founded by Isao Okano, the 1964 Olympic Champion, where he would share Okano's interest in the music of Cliff Richard, (Law, 2007). Later, in the 21st century at the University of Bath, Cliff Richard recordings were still part of the repertoire as a background for uchikomi sessions.

In 2000 the World University Judo Championships were held in Malaga, Spain, and in 2001 the World University Games were held in Beijing, China. Medallists included three Team Bath judo players, Georgina Singleton, Karen Roberts, and Kate Howey. The World University Judo Championships were held in Novi Sad, Yugoslavia, in 2002, in Moscow, Russia, in 2004, and the 2003 the World University Games had been held in Daegu, Korea.

The programme led by Roy Inman went on to dominate UK university judo and in 2006 the University of Bath team won both the men's and women's team championships, and five individual categories in the annual BUSA event. Batten (2006) visited Bath and noted "how friendly the atmosphere is and yet how professional the approach is".

In 2006 the World University Judo Championships were held in Suwon, Korea. On June 8th 2006, a dinner was held to celebrate the centenary of Trinity College Ju Jitsu Club. A guest at the dinner was Surgeon Vice Admiral Sir John Rawlins, who had himself

represented Oxford at Judo, but whose uncle had founded the club at Trinity College, some 100 years previously.

As can be seen, there is a long history of judo in the British Universities. In fact the very existence of the National Governing Body for judo, the British Judo Association, was formed within the grounds of a University. The growth of UK University judo has been briefly chronicled. A full exploration of this would be a valuable addition to the literature.

The development of “sport judo”

Judo has undergone a modernizing process

This thesis has taken the reader on a journey from the educational influences on Jigoro Kano to the competitive exploits of the Team Bath Judo players. For many people, the name Jigoro Kano conjures up romantic images of a man selflessly devoted to the promotion of physical, moral, and spiritual development of the world (Carr, 1993). Some authors (Villamon 2004, Carr 1993) question whether judo was created to be a sport. Judo is the only Japanese sport to be practiced internationally and today modern commentators are divided as to whether judo exists as a sport or a martial art.

Earlier sections of this thesis demonstrate that there can be no doubt that judo has undergone a modernising process. This section of the thesis considers the development of judo as a sport and demonstrates that this process began much earlier than the Second World War as some commentators (Villamon, 2004) have suggested.

This section considers a definition of sport, the training of judo as a three cornered stool, the early matches of the Kodokan, the strongest players of the time, the principles of judo, and the ban on martial arts after the Second World War. It goes on to discuss the recognition of judo by the IOC, and how the IOC has driven recent developments, and how those developments have been characterized by rule changes. Finally the section looks at how the Kodokan have rewarded those with competition experience, and concludes by noting that the Kodokan host the qualification competitions for the Olympic Games.

Carr (1993) states that judo “has metamorphosed from a relatively small-scale, rather esoteric “martial art” to a large-scale, modern, Westernized, and international sport”, going on to note that the development reflects changing cultural attitudes and concerns.

Sport and the three cornered stool.

In a consideration of a sportification process, it is relevant therefore to consider a definition of sport. Haywood et al (1989) considered a range of definitions and identified the following common features;

- a symbolic test of physical or psychomotor skills;
- a competitive framework; which requires
- specific codified rules which constitute the activity; and
- continuity over time – a tradition of past practices.

Haywood (1989) raises the issue of a competitive framework, referred to in Japanese as “shiai”. Kodokan Judo is based on three training methods, kata, randori and shiai. Daigo (2005), writing in the classic text “Kodokan Judo” explains the history and training appropriate for each method. The USA Traditional Kodokan Judo Association support this, stating that Jigoro Kano considered shiai, kata and randori as equally important elements for the practice and study of Kodokan Judo. (USATKJ, 2008)

The author relates judo metaphorically to a three-legged stool consisting of randori, shiai and kata. If a leg is removed, the stool falls over. Jones (2005) interprets this that without equal emphasis in all three elements judo will be flawed.

Competitive framework

In the case of judo, the competitive framework and the codification of rules began in the very early years of its evolution.

In 1886, just four years after founding the Kodokan, Kano accepted a challenge from a rival ju-jitsu school, the Yoshin-Ryu. The contest was held at the Tokyo Police headquarters, with the Kodokan winning 13 of the 15 bouts, with 2 draws. This was a turning point in the historical development of judo. The Kodokan history mentions;

“The Kodokan Judo was recognized in a few years to be excellent since its students overwhelmed the Jujitsu athletes at the Police Bujitsu Contest. This really was the first step for its future rapid progress.” (Kodokan, 2008).

Muramoto (in Ohlenkamp, 2003) writes;

"The duels were probably closer to the original intent of the word shiai, which now means 'match' or tournament, but once referred to shi-ni-ai; to symbolically meet death itself. You scored with a full ippon point; throws, chokes, holds or arm locks that would, in an actual situation, completely overwhelm your opponent. And the time limit was up to the judge. You usually went until someone dropped from sheer exhaustion or the judge ended it, awarding the match to the clear victor. Truly, it was shi-ni-ai." (Ohlenkamp, 2003)

So it can be seen that success in contest enabled the Kodokan school to demonstrate its superiority over other schools. In a short time Kano had managed to develop a few men into strong judoka, capable of taking on strong rivals. Four of these have become folk legends in the world of judo, known as the four heavenly kings.

In Japanese the “shitennoo”, the Four Heavenly Kings, are the four Buddhist deities who are believed to protect the four quarters of the world. The shitennoo of judo were; Tomita, Saigo, Yokoyama and Yamashita. Description of their exploits is included here in order to support the proposition that competition and sport judo was an important part of the early years of Kodokan judo.

Tsunejiro Tomita, was the first student of Kodokan in 1882. Jigoro Kano introduced the Dan system in 1883 when Tomita and Hoshina (Saigo) were promoted to 1st Dan. Tomita's final grade was 7th dan. He was promoted to this grade in 1927, and remained it until his death in 1937, just a year before Kano died.

Tomita arrived in New York City on December 8, 1904. He opened a judo club on Broadway in 1905. "It is part of the system of judo to smile while we are at practice," Tomita told a reporter for the New York World in April 1905. Tomita returned to Japan in October 1910.

Tomita's son, Tsuneo, wrote the famous novel "Sanshiro Sugata", based on Shiro Saigo from his father's experience at the early Kodokan. A Japanese movie with the same

name was made in 1942. In the book, *Sugata Sanshiro*, published by Shunpo-do in 1950, the author describes Saigo's Yamaarashi (Mountain Storm throw).

Shiro Saigo was born in Aizu, Japan in 1867. When he was young, he wanted to be an army general. He was a very small man, 153 cm and 53 kg but, he had a giant heart and was a brave man. The Kodokan description of the throw Yamaarashi, refers to Saigo, claiming that when he executed his throwing techniques, he always aimed for only one shot and he never failed to throw the opponent. In 1888, at age 21, Saigo was the first judo man to obtain his 5th dan.

Carr (1993) recognizes that the original Kodokan was identified with ruffian jujutsu and the students there had to pretend that they were taking English lessons from Dr. Kano.

The book, *Yamaarashi and Saigo*, published by Kodokan Bunka Kaikan, June 1931 recounts the following tale, which serves here to illustrate the prowess at shiai of the early pioneers of Kodokan Judo.

“On May 5, 1885, a match was held at Marunouchi Police Academy. Shiro fought against Taro Terushima, professor of Yoshinryu School (Hikokuro Totsuka's most favorite student). At this time, Terushima was well known in the Jujitsu world and, also, a famous fighter. On the other hand, Saigo was a young but unknown fighter from Kano Dojo. At that time, Kano Dojo, itself, was not recognized by the Jujitsu world. Saigo, usually fought in the left natural posture. After taking a bow to each other, Saigo posed in the left natural posture. Terushima was over confident because Saigo was so small. Terushima raised and waved both hands in weird angles. Then, tried to grab Saigo in one snatch. But, Saigo had a strategy.

... Saigo stood straight and pushed his left arm up very hard while still grabbing Terushima's left sleeve. When Terushima pushed back, Saigo picked up Terushima's body deeply by attaching his hip close underneath Terushima's abdomen like a torpedo. Then, he swept opponent's left leg as though trying to break it. Terushima flew over Saigo's head and lay on the mat like an honorable

dead soldier. In this way, mountain storm (Yamaarashi) swept through this match."

In 1889 Saigo's reign with Kodokan came to an end when he participated in a "Pit Bull" fighting contest. Here he fought a 197cm, 140kg, sumo wrestler name Ara-umi. During the duel Saigo punched Ara-umi in the chest, a blow which later proved fatal. Saigo was removed from Kodokan after the death (Chen, 2004). Nevertheless, Shiro Saigo, 6th Dan, is in the Kodokan Hall of Fame for his great achievement.

Sakujiro Yokoyama, is quoted as saying, "In those days contests were extremely rough and frequently cost the participants their lives. Thus, whenever I sallied forth to take part in any of those affairs, I invariably bade farewell to my parents, since I had no assurance that I should ever return alive." (Harrison, 1905) Sakujiro Yokoyama died in 1912 as an 8th dan.

When Yoshitsugu Yamashita died in 1935, Jigoro Kano awarded him with the first ever 10th dan for his contributions to Judo. Yamashita (163cm, 68 kg,) was born in 1865 and both his father and grand-father were jiu-jitsu experts. Within three months at the Kodokan, he was awarded his first dan. He committed to do randori with 10,000 people a year. In reality he managed to practice with 9,617 people, still an incredible amount. It is said that he invented Hane-goshi.

Yamashita went to the United States in 1902 to promote judo, initially teaching at Harvard University. President Theodore Roosevelt also invited him to teach at the Naval Academy. In an arranged fight there, Yamashita beat George Grant, a 6' 3" American wrestler. Grant was thrown with Tai-otoshi and Yoko-otoshi before being pinned. After this impressive victory Yamashita was awarded a 2 year contract to continue teaching at the Naval Academy.

The exploits of the four heavenly kings are included in order to demonstrate that the historical early development of judo was based in large part on the competitive prowess of strong champions, who were in a position to demonstrate the superiority of Kano's method.

The first annual Judo competition began even earlier than the famous match at the Police College. In 1884 the Red and White Contests were started. The Red and White tournament is still held every year at the Kodokan, and it is now the longest running competitive sporting event in the world.

Principles of judo

Draeger and Smith (1980) stress that Kano, never wished the sports aspects to be dominant in judo. Stating that; “Kano’s judo was based on the ‘Principle of maximum efficiency in the use of physical and spiritual force’ (Seiryoku Zenyo), as well as the ‘Principle of mutual prosperity and benefits’, (Jita Kyoei).”

However, Niehaus (2006) explains that Kano mentioned the principle of Seiryoku Zenyo for the first time in 1910, 28 years after the founding of the Kodokan. So in fact Kano’s Judo was not founded on those principles, rather the principles were developed later to explain judo to an increasingly wider audience. Niehaus states that Kano used the term Jita Kyoei after using the principle of Seiryoku Zenyo for years. Jita Kyoei was mentioned when founding the Kodokan Bunkakai (Cultural Center) in January 1922, (Carr, 1993), 40 years after he developed judo.

Niehaus, also notes the earlier influence of John Dewey's "The school and society" (1899) and the concept of "Respect mutuel" of Pierre de Coubertin as well as the influence of Utilitarianism, through theories of Herbert Spencer's "Education: intellectual, moral and physical" (1861) and John Stuart Mill mentioned earlier.

Villamon (2006) suggests that “the notion of mutual prosperity and benefits sits very uncomfortably with the mantra of meritocratic individualism that is manifested in the social Darwinist ‘winner takes all’ philosophy in most western sport.” However this thesis noted earlier that Kano was influenced by Herbert Spencer, who is often known as the father of social Darwinism. It is suggested that the view that there is a conflict between mutual benefit and Darwinism, fails to appreciate the relationship between Kano’s influences by Spencer, and the concept of Jita Kyoei.

The collection of Kano's writings "Mind over Muscle" (2005) compiled by Naoki Murata discusses the three levels of judo. Lower-level judo is where the purpose is to learn how to defend against attack. Those who practice judo "merely for the purpose of fighting" are working at the lower-level of judo. At the middle-level, judo is done for physical education, and to cultivate the mind, control emotions and develop courage. It is at the upper-level of judo that the purpose is "making the most effective use of the mental and physical energy you acquired at the lower and middle levels and contributing to society."

What many commentators see when they observe modern contest judo is not actually a conflict with the principles of judo, but often, simply judo participants working at the lower-level. Hopefully they will progress, have a lifetime in judo, and reach the upper-level.

Judo and the International Olympic Committee

Judo was accepted into the International Olympic Committee (IOC) in the 1930's a process driven by Kano. Clearly as an IOC member himself, Kano had a good knowledge of the work of Pierre de Coubertin.

Carr (1993) recognises that some interesting parallels can be drawn between the contemporaneous, nineteenth-century liberalism of Pierre de Coubertin's Olympics and Jigoro Kano's judo. Both judo and the Olympics share goals of world peace and internationalism, and both movements hark back to a classical past (ancient Greece or early bushi culture), while espousing a doctrine of constant, rational improvement (e.g. *Citius, Altius, Fortius* and *seiryoku zenyo*).

Jigoro Kano was elected to the International Olympic Committee in May 1909, prior to the 1912 Games in Stockholm. He was the first Japanese to be appointed.

Feldenkrais, (1984) claims that modern judo stands in direct contrast to that initiated by Jigoro Kano, saying that Kano claimed that judo would not be one of the Olympic disciplines because once that happened the spirit of judo would die.

Inman (1988) draws our attention to extracts from the April 1947 Budokwai bulletin, which recounts a conversation that took place in 1936 between Kano and Gunji Koizumi. In it, Kano comments about the inclusion of judo in the Olympics, and Kano illustrates a passive disposition towards this move. For him, if other countries or IOC members wanted it, he would have no objections, but he did not feel inclined to take any initiative in the matter. This edition of the Budokwai bulletin is often quoted as evidence of Kano's view on the inclusion of judo in the Olympics. It could be seen to be Koizumi's interpretation of a conversation he had had 11 years earlier, prepared for a western audience. In fact for members of his own private members club, founded as a "Way of Knighthood Society" some 29 years earlier.

The extract in the Budokwai Bulletin quotes Kano as saying:

"I have been asked by people of various sections as to the wisdom and possibility of Judo being introduced with other games and sports at the Olympic Games. My view on the matter, at present, is rather passive. If it be the desire of other member countries, I have no objection..... Success or a satisfactory result of joining the Olympic Games would much depend on the degree of understanding of Judo by the other participating countries."

Modern commentators perhaps relate to his comments "Judo should be free as art and science from any external influences, political, national, racial, and financial or any other organized interest." It is perhaps the political, national or financial aspects of modern competitive judo to which some researchers object. As opposed to the sporting contest itself. These commentators then turn to quotes from Kano to support their position that judo should not be included as an Olympic sport.

Later Kano goes on to say;

"Generally speaking, if we look at sports we find that their strong point is that because they are competitive they are interesting, and young people are likely to be attracted to them. No matter how valuable the method of physical education, if it is not put into practice, it will serve no purpose—therein lies the advantage of sports.....while there is no doubt that sports are a good thing, serious consideration must be given to the selection of the sport and the training method."

Whilst Kano is claimed to have stated that judo should be free of national interests, in fact, Svinth (2004) explains Kano appealed to national interests to gather funding for a Japanese Team to attend the Stockholm Olympics. Unfortunately, the Japanese athletes had no budget at all. To get funding, Kano told the Japanese government that the Shanghai YMCA was contemplating sending a team to Stockholm, and that it would be embarrassing if the Chinese were to do something better than the Japanese. This appeal to nationalism worked, and, in July 1911, with governmental support, Kano established the Japan Amateur Athletic Association. The association constitution was adopted in May 1912, and its stated goals were to "encourage our national physical education (athletics)" and to be "representative of Japan for the international Olympic Games." Svinth (2004)

In February 1931, Tokyo city council decided that it wanted to make a serious bid for the 1940 Olympics. They started looking for a spokesman. The mayor of Tokyo, Isoo Abe, was an old friend of Kano's, and so Kano became the city's official Olympic spokesman. "The Olympics," said Kano, "brought humanity together for a common purpose."

"Moreover," said Kano, "the Olympics provided the pomp and spectacle that people of all nationalities needed and loved." In this statement, he clearly included himself. Reported the Japan Times on August 2, 1932:

"Deeply moved by emotion and wiping his wet eyes with a handkerchief, an elderly Japanese sat among the 105,000 cheering crowd at the Olympic Stadium this afternoon when a grand parade of 2,000 world's athletes started and passed before him. He was Mr. Jigoro Kano, Japan member of the International Olympic Committee and founder of the Kodokan School of jiu-jitsu, the man who took the first Japanese Olympic team to Stockholm 20 years ago..."

On March 16, 1938, the International Olympic Committee confirmed Tokyo as the site of the 1940 Summer Games. At the same time, the committee announced that demonstration sports to be featured in Tokyo during the Summer Games would include judo, kendo, and kyudo (Japanese archery). (Svinth, 2004)

Carr, (1993) notes that the outbreak of war in 1937 meant that Kano's hopes of making judo an Olympic sport were thwarted.

After the Second World War, Japan was under the control of America. The martial arts were banned and the Butokukai was wound up by the Americans for being the focus of ultra right-wing nationalism. However judo soon emerged again after the Kodokan pleaded that judo was a sport and a physical education and not just a martial art. This attracted some criticism from other Japanese martial arts groups. (Hoare, 2006). So it can be seen that the rise of modern post-war sport judo, to some extent came about at the initiation of the Kodokan.

Before the Second World War there were more than 50 countries practicing judo (Kurihara, 1965), after the war, judo was the most rapidly growing sport in the world (Carr, 1993). This explosive growth was accompanied by increasing rationalization and codification of the rules and forms of competition, an increasing international orientation, and increasing organizational scale and complexity (Carr, 1993).

Villamon (2004) states;

“The formation of local, regional, national and international associations and federations across the world constructed a bureaucratic legitimacy and a collective voice that began to wrest power and control away from its founding community and culture.”

One stage towards the creation of an international federation was the first international competition, which took place in Frankfurt am Main in 1932. It is referred to by Carr (1993), the diary account of the competition is held in the Bowen Collection at the University of Bath.

Subsequently, judo was admitted into the IOC; an institution that is firmly a part of what is sometimes referred to as the ‘juggernaut of reflexive modernity’ (Carr, 1993). Giddens (1990) and Villamon (2004) point to one of the consequences of the institutionalisation of judo being a continuous process of incremental change which is characterised by the codification of competition rules. They claim the main objective of this is to try to make contests more attractive to the western public.

Rules have characterised the process

The codification of a sport is normally characterised by the development of rules, and the rules of Judo competition have changed considerably over the past 120 years. Ohlenkamp (2003) suggests that Jigoro Kano had studied wrestling rules and it is well known that he had practical experience from jujutsu matches so he developed a set of rules to guide the contest. Again it can be seen that Kano from the outset had seen competition as an integral part of his emerging judo.

At first, Kodokan Judo matches were held in the older jujutsu style. In 1899 the Kodokan produced its own rules (Kodokan Judo Randori Shobu Shimpan-ho) which were almost identical to the 1898 Butokukai Jujitsu Shiai Rules from one year earlier. Hancock and Higashi (1905) includes a set of rules for Kodokan Judo. In 1916, ashi garami (knee entanglement, twisting knee lock), and dojime (trunk/kidney squeeze, performed from a body scissors) were banned. Joint lock attacks were limited to the elbow by 1925.

The All-Japan Judo Federation recognized "The Contest Rules of Kodokan Judo" published by the Kodokan, and the International Judo Federation (IJF) also adopted these rules at its creation in 1951. Establishment of the IJF and standard international competition rules were required as Judo prepared for the first World Championships in 1956 and entry into the Olympic Games in 1964. This has led to increasing international influence on the rules. In the 1960s there was standardisation of referee vocabulary in Japanese, and the referee uniform changed from a judogi to a jacket and tie.

1964 for the Tokyo Olympic Games saw the introduction of three weight categories (-68 kg, -80 kg, +80 kg) plus Open weight. This was a major change and increased to five weight categories in 1967. Until then world championships were open to all weights in one category. The number of categories increased again to 8 for the 1980 Olympics.

While many of the modern rules were adopted for safety reasons, such as the banning of kani basami (flying scissors) after Yasuhiro Yamashita received a broken ankle from the

technique endangering his entry in the 1984 Los Angeles Olympic Games (where he won the gold medal). Other changes were adopted to maintain fairness in matches, to encourage action, make Judo more spectator-friendly, and for other reasons. An example is that Judo matches originally had no time limit, and even in the 1970's the World Championship finals still lasted up to 15 minutes. However, as Judo became more and more popular match times had to be reduced to the current 5 minute limit.

1972 saw the introduction of the Scoreboard, followed in 1974 by the introduction of the partial score of yuko and koka and the partial penalties of shido and chui. The introduction of koka and yuko scores was strongly opposed by certain experts on the belief that the contestants would no longer strive for the full ippon win. The penalties for non-combativity, the shido and chui encouraged the competitors to keep an active and attacking momentum throughout the contest. This made for more continuous Judo action felt to be more appealing to the spectator. Yamashita (1993) comments;

“If judo continues to develop internationally, we should make a great effort to innovate the sport and make it even more dynamic, so that people who would not normally come to a judo match will want to come.”

The guidelines for penalties were more precisely defined in 1976, bringing a more standardised application of penalisation for illegal acts. Since then there have been numerous other changes made in penalties regarding gripping and non-combativity in an effort to encourage exciting action.

Another new initiative in this era was the introduction of the judogi control, in 1979. Specific criteria were established for testing the size limits which were permitted. Long hair had to be tied securely and the colour of T-shirts for women competitors was set as white.

The IJF realised that very few players escaped from a hold-down (osaekomi) in the final few seconds, so in 2000 the rules changed to award a win for a 25 second hold, rather than the previous 30 seconds which had been required. The 2003 rules were amended to include, creation of a Golden Score overtime, the simplification to only two types of penalties (Shido and Hansoku Make) instead of four, together with new bowing procedures.

Goodger and Goodger, (1977) note that codification, together with the frequent manipulation and growing complexity of the contest rules, and the growing importance of efficient adjudication of contests has encouraged the development of a centralised scheme for training and examining referees and judges. Since there are not enough high grade, experienced, top-level, contest players to meet the requirements for judges and referees, many relatively less able players have been recruited who have, after training, do referee contests between much more experienced, able and highly graded players. The referee is now regarded much more as a trained official with a particular sphere of competence, whose advice on the interpretation of rules is frequently sought by top players (Goodger and Goodger, 1977).

The Kodokan has rewarded those with shiai experience

Recently, in 2006, in an unprecedented act, the Kodokan made three simultaneous awards of 10th Dan. Each of these three judo players has a strong background of competition judo.

Toshiro Daigo (born 1926) has been the chief instructor at the Kodokan for many years, was manager of the Japanese Judo Team at the 1976 and 1984 Olympics, and he won the All Japan Judo Tournaments in 1951 and 1954. Ichiro Abe, head of the Promotions Panel at the Kodokan, and also head of the International Division. He has travelled extensively in Europe, and is a former national coach of Belgium. Yoshimi Osawa, won the Fukuoka tournament in 1948. Osawa was a fabulous technician, in the eyes of some, the best ever. Despite being a lightweight, he was considered a true threat to win the All-Japan championships.

It can be seen by these promotions that the Kodokan values excellence in shiai as an important component in the achievement of high grades.

Carr (1993) writes that the quest for records is also difficult to achieve in judo. Competition with another is the only way to determine skill, thus “records” might involve “the most consecutive wins” or “longest to hold an international title.” One has

no way to know how the man who won the open-class division in 1964 would compare to the 1992 winner. As Draeger (1973) says: To become a classical “doo”, or way, a sport entity must drop all notions of competition and record-breaking, of immediate results for championships, of garnering group prestige, and concentrate upon the individual’s self perfection as the end-point of training. (Carr, 1993)

However one of the most revered and successful judo coaches of the later part of the twentieth century has been Professor Nobuyuki Sato, the Dean of Physical Education at Tokai University and Life Vice-President of the International Judo Federation. Professor Sato has coached more than ten world and Olympic champions. He discusses the setting of records in Yamashita (1993) when answering the question of how to maintain a player’s motivation. One of the four points raised as a possible solution was “Teach players the value of making records and challenging them”.

The integration of the Kodokan with modern competitive judo remains to this day. The Kodokan organise the All Japan Championships, created by Kano in 1930, and in 2008, a qualifying event for the Beijing Olympic Games, which is nowadays held at the Nippon Budokan, continuing a tradition of sportification which was initiated by Professor Kano in 1882.

Summary

To summarise, this section has attempted to show that there is no conflict between Kano’s ideals of judo and the development of a modern sport. The sports development process was created by Kano, and continues to this day. Carr (1993) notes that perhaps from the dawn of human society, fighting and wrestling have been a significant part of every culture, Japan is no exception.

In an interview with the Japan Foundation, 1984 Olympic Champion, and former IJF Education Director Yasuhiro Yamashita makes the following points regarding this topic;

“JF: Judo is now a truly international sport, even an Olympic event. In the process of modernization, has it retained a sense of budo (traditional Japanese martial arts)?

Yamashita: There are many ways of understanding and approaching judo. Some people may work hard at judo as a sport, while others might devote themselves to judo with the feeling that it is budo. There are some people who do judo for their health, while others practice it for self-defence. In my case, I look at judo as a sport. However, it is different from other sports, in that it has both a high educational value and the element of budo, through which people can learn the spirit of Japan.

The first judo dojo was named “Kodokan”, which means “the house of study of the way”. So from the outset, judo contained the philosophy of “the way,” or michi. This philosophy puts great value on building a healthy body and soul, for the good of society. Before the development of judo, the term jutsu, or skill, was used in naming traditional Japanese martial arts, like kenjutsu or jujutsu. After that, martial arts changed their names to kendo, aikido, and karatedo, incorporating the concept of do; the way one should conduct one’s life, rather than jutsu, or “skill.”

The classical warrior resembles the elite athlete in his focus on practicality and his lack of interest in the “spirit” of the art. The top judo player of today shares many of the same attitudes concerning competition with his very distant technical forebears. In many ways, the samurai could be compared to the elite world-class athletes of today” (Carr, 1993).

Sports scholarships

The first sports scholarship scheme to provide systematic support for the elite student athlete was founded at the University of Bath in 1976. (Hudson 1995)

Edie (1990) suggests that the role of the Director of Sport at a scholarship awarding institution is that of a corporate entrepreneur. They have a key role to play in the establishment and monitoring of partnerships. Edie identifies these partners as; other academic colleagues and departments, the University administration, Student Union officials, their own department, National Governing Bodies, the Sports Council, the local community, sponsors, coaches, teachers, counsellors, the student body, the media and finally the individual ‘talented’ sportsman or woman.

The Bannister Report (Bannister 1996) cites some statistical data relating to the provision of Sports Scholarships in Universities. This was commissioned by the Sports Council for Wales and carried out by the European Business Management School at the University of Wales, Swansea. (Cowin 1995)

Cowin found that the number of universities in the UK offering scholarships is increasing. One of the reasons suggested for this is that universities have found that a good sporting reputation attracts applicants. Although one institution which does not need to attract applicants is the University of Cambridge. Yet on May 20 1994 a notice appeared in The Times, which read: “Cambridge University Boat Club has set up a memorial bursary in honour of Alf Twinn, the former university boatman. Its purpose is to assist oarsmen who are unable, for financial reasons, to take up a place at the university.” (Bryant 1996)

The University of Ulster is one institution which offers scholarships. The Director of Sport, Malcolm Brown welcomed the findings of the Bannister Report saying; “International sporting success will be achieved when there is a cadre of experienced and well resourced coaches operating at high-performance centres distributed throughout the United Kingdom”. (Brown 1996) However despite being widely welcomed, the recommendations of the Bannister Report were never implemented.

Talbot (1996) identifies a number of general changes in Higher Education which have influenced the ability of educational institutions to support the sports development process. These include flexible study and learning arrangements, for example credit accumulation systems. The accreditation of prior learning and the recognition of the intellectual and knowledge-based demands of performance sport. The increase in the range of educational support services available which can be of benefit to the sports performer. The increasing numbers of students impacting on the viability of sports specific support services such as physiotherapy and sport injury clinics. The increasing number of sports scholarships, and other forms of financial support.

It is clearly recognised (Hitchcock 1997, Whitford 1990, Farrally 1996, Palmer 1988) that combining academic study with the demands of high-level sport is extremely difficult. One of the main difficulties is balancing the time demands of the two activities. De Knop (1996) specifically discusses the difficulties which can arise when a top-level student-athlete attempts to combine academic and sporting excellence, including; peer group problems, time-management problems, study skills problems, career choice problems, self concept concerns, and the concern for losing grants and scholarships. De Knop cites several authors (Botterill, 1982, Svoboda and Vanek, 1982) as suggesting that both athletes and their coaches value the process of academic study as this gives the athletes greater opportunity to cope with the stresses of retirement from sport.

Stewart (1997) was the Chair of the Competitors Council of the British Olympic Association. He expresses his concern that athletes in education are enabled to achieve their potential, both as athletes and as academics. There is concern that athletes are often forced into a choice between the two areas of their life. This is supported by the view of 1996 Olympian Paul Darby-Dowman who says, "If you can get the balance right between studying and training, they complement each other", and by Callan cited in Lockwood (2000) who says, "Too many elite sports people were having to make a choice between sport and education. But it has been increasingly recognised within sport and the academic world that young people need help to balance the two". (Lockwood 2000)

It has been shown that in Tennis (Butt and Cox 1992) elite players are more highly motivated than university level players. The elite players of Davis Cup standard showed significantly differing levels of ambition, aggression, competence, competition, and control.

Roddy (1996) refers to the rising number of the population attending higher education and to the growth in sports related degrees. He notes that many of these courses have been designed to develop “coaches, teachers and Sports Scientists rather than international athletes and there has often been tension between competing aspirations.” This is supported by De Knop (1996) who suggests that the provision of services to high-level sports performers in an educational institution “should partly be understood as a power conflict between policy makers, university professors, top-level student-athletes and regular students”. Deborah Yow (1996) discusses this in the context of “Team Maryland”, the Athletics Programme at the University of Maryland, where a Student Athlete Council is in place partly to ensure that the student voice is heard in the resolution of that power conflict.

Interestingly Grupe (1985) states that top-level sports systems are not created for educational reasons. He suggests that there are usually additional cultural, political and ideological motives associated with the development of these systems. He says that education has a responsibility for the development of the child, and for creating the appropriate preconditions for children engaged in top-level sport. It is determining the exact nature of these preconditions which is the motivation for this current study.

There is some evidence (Toma and Cross, 1998) as to why universities are interested in developing high-profile sport. There are significant increases in undergraduate admissions applications following a successful sports season compared to other years, and compared to other, less successful, institutions. It has also been found by Dr Richard Cooper at Oxford University, that degrees awarded to sporting blues outclass the average degree within the university. (Bryant 1995) Although this is disputed by Cusdin (1983) who found that participation in sport at an Irish University had little or no relation to academic performance.

Cunningham (2001) argues for a central government sports scholarship scheme in the UK. This eventually became known as TASS, the Talented Athlete Scholarship Scheme. He stated that there should be central Government funding for those colleges and universities wishing to bid for funds to support talented sports people. This central fund should be used to match or top up existing scholarship or bursary funds raised or contributed to on a local basis. Also that access to this fund should be conditional upon colleges and universities demonstrating certain 'readiness factors' encompassed in a code of practice

The 'readiness factors' would include access for talented sportspeople to:

- Facilities for training (approved by the appropriate NGB)
- Quality coaches (approved by the appropriate NGB)
- Quality sports medicine and sport science support (endorsed by the EIS)
- Flexibility of course timing, selection and mode of delivery (e.g. Distance learning)
- Athlete Career Education provided by the College/ University based ACE advisor (Cunningham 2001)

Cunningham also notes that the Department of Culture Media and Sport has asked Sport England to lead on the establishment of a scholarship network of HEIs working on a set of minimum criteria around facilities, coaching, flexible course modules, lifestyle management and other key factors. The report also recognises that it will be important to set criteria sufficiently flexible to accommodate the differing needs of a range of sports while retaining high standards. This scholarship network has evolved as the group of HEIs approved to offer TASS scholarships to talented athletes in a defined list of sports.

Overseas models of sport and education

The Team Bath Judo Programme has an international reputation and draws coaches, players and students from around the world. In understanding the sports development model that underpins the programme, a brief overview of overseas models of sports and education is considered useful.

One overseas model of the sports development process at work in an educational institution is at the University of Western Australia where Brian Blanksby has developed the Uniswim Programme. This example shows an aquatics programme working in an academic environment. Blanksby suggests that the aim of the programme is to create an environment where champions are inevitable. (Blanksby 1996). The importance of being able to train within an academic environment is supported by other authors, (Gross and Murphy 1990) who have found that within New Zealand, youth sports schools produce more 'elite' athletes than other training systems.

Broom (1981) reviewed the systems for the development of excellence in a range of countries. He suggests that a combination of highly talented young athletes, expert coaches and adequate time and facilities is an effective combination to achieve the highest possible level of athletic performance. Pooley (1987) found that better athletes are attracted to institutions due to coaches reputations, winning performances, excellent facilities, or attractive fixtures. Following a similar analysis, but focusing particularly on educational institutions, Treadwell (1987) concluded that there was limited national provision for the support of excellence in the UK. In particular he noted the lack of a centralised co-ordinated scheme.

Comparative work on the issue of scholarships was also carried out by Broom (1986). This work was prior to the provision of Lottery revenue funding to World Class Performers. There is considerable similarity between the Sports Aid Foundation in the UK and the Sporthilfe in Germany. These are autonomous organisations separate from the state. However within many socialist nations such as the Russian satellite states, as well as Canada and France, state aid is the main system of financial support to athletes. Naden (1996) suggests that it is difficult to transpose systems from one country to

another, and describes the French system as overly paternalistic were it to be applied to a British context.

In Canada there is a system of Sport Schools where there is a philosophy that believes that student athletes should be able to both excel in sport and succeed academically. (Bales 1996, Pooley 1987) It has been found (Broom 1981) that countries that successfully combine athletic training with an educational programme are more likely to retain the interest of talented young athletes and to produce a more socially balanced human being.

Many of the models of combining high-level sport with academic study, which are seen around the world, are heavily reliant on support from partner organisations. One such example is the University of Canberra which has developed a project known as the Australian College of Sports Education. This initiative has relied upon the support of the Australian Sports Commission, an arm of the Federal Government, and it is intended that this College will impact upon the Olympic team as they prepare for the Games to be held in Sydney in 2000. (Roberts 1996) Another theorist who discusses the importance of partnerships is Cooke (1995) who suggests a model “A Strategy for Success”. By partners working together they should be able to devise a corporate approach to the development of excellence, this requires a national performance strategy framework. Cooke identifies three elements which underpin a performance strategy as; committed people, adequate finance and appropriate facilities. Additional support for developing performers should include sports science, sports medicine, career & lifestyle counselling, and current information technology.

The English Sports Council recognises the importance of partnership in their 1997 Mission Statement and Values. The first of the values relates to Partners and Customers. “We value our relationships with our partners and customers, and provide services to contribute to their success”. (English Sports Council, 1997)

Roberts (1996) is clear about the involvement of the federal government in the sports development process. This is born out by the British model launched in 1995 (Department of National Heritage 1995, Dicks 1996, Hitchcock 1996, Wood 1995, Sylvester 1996). Roberts identifies ten reasons why the federal government is interested

in developing a strong sports delivery system, these are; health, community participation, education, personal expenditure, employment, manufacturing, tourism, social justice, international relations, and national identity.

Sociological Conflict Theory

As stated at the outset, in the introduction to this thesis; this research recognises that the system for developing sport at the University of Bath sits within a social and political context.

Sociological conflict theory offers an explanation for the reasons that organisations behave in specific ways within a social and political context. This section will demonstrate why a review of this approach provides one way to understand the environment within which the Team Bath Judo Programme has grown. The Team Bath Judo Programme does not exist in isolation but is a part of a multitude of other organisational structures, both formal and informal.

The proliferation of national level sports organisations in the United Kingdom is well recognised. (DCMS, 2002) A brief non-exhaustive list of these in the year 2006 includes: UK Sport, Sport England, British Olympic Association, Sports Coach UK, British Association of Sport & Exercise Sciences, National Sports Medicine Institute, British National Governing Bodies of Sport, English National Governing Bodies of Sport, Central Council for Physical Recreation, Department for Culture Media & Sport, and Department for Education & Employment.

Within these organisations exist sub-groups, for example: United Kingdom Sports Institute, English Institute of Sport, Sports Lottery Fund, Athlete Career and Education, High Performance Coaching Unit, World Class Performance Units.

It is contended that since each of these organisations has its own unique aims and objectives that British Sport can be viewed sociologically from a Conflict Theorist perspective. Renowned sociologist C. Wright Mills writing in *The Sociological Imagination* (Mills, 1959) argued that social structures are the outcome of struggles and negotiations between people with different interests and different resources. Those people and resources, in turn are shaped by the larger structures and by the unequal distribution of power and resources in the society. The development of elite sport in the United Kingdom has been and continues to be defined by negotiations between different

organisations each with different interests. With each organisation using its resources to influence and shape the social structure of sport. The University of Bath, Department of Sports Development and Recreation for example negotiates with Sport England, UK Sport, English Institute of Sport National Board, The Department for Culture Media and Sport, The National Governing Bodies, The Local Authority, The British Olympic Association, The British University Sports Association, Sports Coach UK, The National Sports Medicine Institute and prospective commercial partners and sponsors.

Each of these organisations is shaped by the larger structures and influenced by their funding methods. Both the University and Sport England are bound by the clauses in each of their Royal Charters. There is an unequal distribution of power and resources within British sports society. This has become increasingly so since the development of the National Lottery funded world Class Performance Programmes in November 1996. The National Lottery Distribution Fund distributes funds to the four Home Countries Sports Councils and since July 1st 1999 to the United Kingdom Sports Council. The largest distributing agency is Sport England. Conflict theorists would argue that this means that Sport England therefore uses its resources to influence and shape the structure of sport.

Examples of this influence can be seen in the developments of the sports institutes first proposed by John Major's Conservative Government in the 1995 policy document "Raising the Game" using the term British Academy of Sport. The institutes are currently known as English Institutes of Sport with Sport England exercising firm legislative control over the naming rights. Sport England has sought to control the management of the Institutes through the establishment of Regional Boards responsible to a wholly owned subsidiary company. Whilst seeking to direct the management of the institutes, Sport England have stipulated that a requirement of award is that the host institute undertakes to underwrite any operational losses that may incur.

Mill's theory is reminiscent of Marx's contention that those in power also control the means of intellectual production, using them to manufacture values and ideology in order to retain and enhance their own power. Hargreaves (1995) when discussing the early years of the Sports Council notes that the membership is informally representative of the dominant groups. This hegemony of the dominant groups within sport is seen in

the past through the emphasis on the gentleman amateur. Hargreaves (1995) notes that recently a more business orientated tendency within the powerful group has seen sport take an increasing consumer focussed approach. An example of this is the requirement for partnership funding of Lottery bids for capital projects. This places an onus on applicants to seek private sector investment alongside the Lottery funds which are popularly perceived as public sector money. In this respect the state has taken an interventionist role in sport as distinct from the original concept of the Sports Development Council proposed by Sir John Wolfenden and his committee (1960). Coghlan (1990) notes that the Sports Council is not an agency of government, but an independent executive organisation, deriving its powers from a Royal Charter granted by HM the Queen.

In addition to the business orientated agenda, another agenda which has risen to prominence in the 1990s is devolution. Hargreaves (1995) notes that the Britishness expressed in sports is muted compared to the more strident brand of nationalism found within sport in many other countries. The drive towards devolution was mirrored within sport by the dissolution of the Sports Council and the emergence of Sport England and UK Sport. This devolution agenda has impacted on the elite sports institutes in a variety of ways. One example is the funding of athlete services during a trialling period by Sport England in 2001. The sports selected to access these funds were predominantly those which had an English governing body. Another example occurred in the selection of focus sports for the Northern Ireland Sport Institute. Gaelic Football was selected despite the sport being independently well funded and despite there being little competition in this sport across the world.

It can be seen that conflicting agendas exist within the various organisations in British sport. Excellence within sport and sporting excellence in an educational institution continues to function within a political climate. To quote one of the closing remarks from the 1997 UK Higher Education Standing Conference on Leisure Recreation and Sport “The time for action is past, now is the time for senseless bickering.” (Eady 1997)

Roberts (1996) identifies one possible reason as to the relative slowness of the United Kingdom to develop new programmes for elite athletes, as the multiplicity of Sports Councils. This is reinforced by other commentators (Cooke, 1997, Wells, 1997) who

express a wish that UK sporting organisations will start working together instead of pulling in different directions. Cooke refers to the general lack of understanding among many sports administrators about the need for full-time coaches and full-time athletes. He emphasises the quality time needed by the coach and athlete to work together in order to prepare adequately. Earlier Cooke, (1995) stated:

“Too often we become so engrossed in the exercise of power and the protection of individual status that we lose sight of our objectives. The politics within organisations dominate everything and we expend a vast amount of energy working out ways of getting things through the system, rather than concentrating on achieving a real competitive edge.” (Cooke, 1995)

Perhaps an example of this kind of politics can be seen in the original bidding process to run the British Academy of Sport, as identified in “Raising the Game”. Mihir Bose is an award winning journalist who has closely followed the politics of this process. In July 1997 he noted that the UK Sports Council had decided to reject the bid from the British Olympic Association in partnership with the Football Association. He notes that council members from Wales, Scotland and Northern Ireland felt that it would be too much of an English Academy and not a British one. (Bose 1997a)

Prior to the UK election in May 1997 there was another example of politics coming in to play. The Labour party looked to be heading towards victory in the election, and in February 1997, they announced that they would not be bound by the efforts of the Conservative party to select a site for the British Academy of Sport, (Bose 1997b). This led in 1999 to the announcement of Sheffield as the main site, with the University of Bath named as the Regional Sports Institute for the South West.

It can be seen that a university, a sporting system or a judo environment cannot exist in isolation. All are a product of the agendas of the multitude of organisations within which they operate.

Summary

To summarise the literature, early discussion has focused on the background relationship between sport and education, including the role of the English public schools and universities in the nineteenth century. This chronology of the field was continued into the latter half of the twentieth century, with a consideration of sport and education in the development of government initiatives and organisations.

Particularly to assist the reader who is unfamiliar with historical aspects of judo, the early development of Kodokan judo and the interest of Jigoro Kano in education has been outlined. Particular note has been made of the influence on Kano by Herbert Spencer and Spencer's links to Bath. The educational philosophy of judo has been explained in relation to the development of intellectual, moral and physical attributes. The growth of university judo in the UK has been briefly chronicled, as has the sportification process of judo, concluding with reference to the Team Bath Judo Programme in that chronology. This research aims to take that further and to provide a full understanding of the workings of a performance judo environment at the beginning of the twenty-first century.

Comparative issues have been briefly mentioned, and comment has been made on the brawn drain. In particular overseas models of sport and education systems have provided a framework against which to judge a model of sport and education in a UK university. A detailed discussion on this is beyond the scope of this work.

An attempt has been made to consider contemporary British sports policy since 'Raising the Game', particularly with regard to the development of performance and excellence and the role of education providers. Through a consideration of sociological conflict theory, the work has also considered the power conflict within institutions, and suggested that sporting organisations use their resources to achieve their own agenda.

Many commentators have made suggestions as to the services provided within a 'scholarship' framework. The evidence from the literature supports further study in this area. Particularly, research which seeks to establish the services which educational

institutions should offer in order to optimise the potential of their student athletes. This study attempts to contribute to the literature in this area, and to do this within a framework which provides an understanding of the background to those services.

CHAPTER III METHODOLOGY

Introduction to the methodology

This chapter sets out the approach that has been taken to address the aims of the study, as outlined in the introduction. It has the following five main sections;

1. The case study design approach
2. Data Collection
3. Validity and Reliability
4. Data Analysis
5. Limitations of the design

The first section describes the case study design, considering the features that mark this as a case study, the development of the research question, and the use of concept advisors. It goes on to include a discussion of paradigms and raises epistemological questions about the nature of knowledge. It considers the hard and soft approaches of the traditional research paradigms and argues for a new paradigm, where there is hardness in the soft. The section includes a description of the ethical approach taken. The ethical issues are discussed particularly in relation to anonymity as opposed to confidentiality. This leads to issues of informed consent. Consideration is given to treatment of information in the public domain and whether individuals with a public profile could be treated as anonymous.

The second section considers data collection, outlining the range of data sources used, and including a data sources table. The methods of data collection address the issues of triangulation and include information about the creation of the evidence database and the chain of evidence leading to the results. The nature and handling of the data is discussed, with explanations as to how the questionnaire was developed and the interviews conducted.

The third section considers issues of construct and external validity, as well as reliability. This leads to further discussion around issues of researcher bias, inherent where a methodology has so many elements of action research.

The fourth section looks at the general principles of data analysis and the analytical strategy. It describes how the data have been ordered through a pattern matching process and includes diagrams to assist in the understanding of this process. The analysis of individual data sources such as the questionnaires, and the pilot studies is described.

Finally in this chapter there is a discussion on the design limitations.

The case study design approach

In starting to consider the methodology adopted it is important for the reader to understand why a particular approach has been taken. For this reason this discussion of the case study approach, starts with a re-statement of the aims of the study and a justification as to why the method is appropriate for this study.

The reader is reminded of the aims of the study as stated in the introduction;

“The aim of this study is to consider the Team Bath Judo Programme as a single bounded case study; to view the case as a sports development process, and to illustrate the process as a model. Thereby, analysing the structural phases involved in establishing a judo environment within a university context.”

The basic rationale for using case study methodology is based on Yin (1993). The investigation being conducted covers a phenomenon, the development of a judo programme, and covers the context within which that programme is occurring. The context is extremely relevant in many educational settings. In the previous chapter the historical context for the programme was presented.

Yin (1993) suggests that four design issues are important. Firstly, to identify what is the case. The case is the Team Bath Judo Programme, this is the unit of analysis. There also exists an embedded unit of analysis and that is the high performance players. Secondly, the issue is to decide whether it is a singular case or multiple cases. In this case it is singular. Thirdly to specify how the case was selected. In this case the criteria included the topical relevance and the feasibility and access. Finally, it is important to decide upon a data collection strategy, in this case over an extended time frame.

Drawing on Cresswell (1998), several features mark this as a case study:

- The “case” for the study has been identified, the Team Bath Judo Programme. Specifically, the Sports Development process as applied to judo at the University of Bath, and the services aimed at the achievement of sporting performance for players following an educational programme.

- The case is a “bounded system”, bounded by time, the nine years of data collection since the inception of the programme, by activity, the sport of judo, and by place, the Claverton campus at the University of Bath.
- Extensive, multiple sources of information in data collection are used to provide an in-depth picture of the Programme, the structures created, the processes applied, and the service provision.
- Considerable time has been spent describing the setting and context for the case within an educational and sport domain, within a university environment committed to the support of talented student–athletes where judo is important, and situating that case in a political, structural and historical perspective.

Yin (1994) suggests that sometimes a case study can be confused with qualitative research. Traditionally a case study sits firmly in the subjective paradigm. However the approach taken with this work has been to construct a case study which draws its data from both the scientific and the subjective paradigms. The aim of the author has been not to limit the data collection to a single method, but rather to draw on a multi-method data collection approach similar to that proposed by Karen Evans (1997). Three other research methods which could have been employed are action research, grounded theory and survey techniques.

The author has had a central role in the development of the phenomena under investigation, in that sense, this work could be seen to have elements of action research, whereby the researcher intervenes in the functioning of the real world, and reflects upon, and closely examines the effects of that intervention (Cohen and Mannion, 1994). Action research is participatory, and the author has taken part directly in the case under investigation. Action research is self-evaluative, and the author has continually evaluated modifications to the programme with the objective being to improve the environment, or situation for the players.

This raises issues of researcher bias which are addressed below.

One aspect of the aim of this study is to explain the process of judo development at the University of Bath as a sports development model. Thus, a new theoretical model of

Sports Development will be generated. In that sense the work can be seen as having elements of a grounded theory study (Cresswell, 1997).

The work also draws on data collected from a quantitative questionnaire, a technique usually associated with the scientific paradigm. Using that collection method, the services provided for the student athlete are explored. This is because, as stated earlier, one of the features of this case study is the identification of those services which are provided by the University of Bath, in respect of the Team Bath Judo Programme with the aim of supporting the elite “World-Class” judo player. Specifically, which are perceived by the players to have the greatest impact on their performance?

Hanna (2000) in Yin (2003) used a variety of data sources including a survey to conduct a case study. Within the case study there was an embedded unit of analysis which Hanna surveyed. The statistical survey data were presented as part of the case study. A similar approach has been taken with this study. The methodological approach also has similarities with the case study on the internal politics of the International Typographical Union conducted by Lipset et al (1956) cited in Yin (2004). Again, their study (Lipset et al, 1956) drew on both qualitative and quantitative data and contained a “subunit” embedded within the main case.

Yin (1994) provides some helpful guidance on the components of a case study research design. He describes five components as;

1. A study's questions
2. Its propositions, (or purpose) if any
3. Its unit(s) of analysis
4. The logic linking the data to the propositions
5. The criteria for interpreting the findings

The study questions are framed within the introduction, they deal with the what, where, when, how and why of the study. The proposition of the study suggests that there will be some services provided to the judo players which they perceive as more beneficial to their performance. The study is exploratory in the way it seeks to describe the Team Bath Judo Programme, and so it has a purpose for that dimension, the purpose being to describe the structure of the case within a social and political context and to illustrate

the case as a sports development model. In defining the unit of analysis, Yin (1994) suggests that in studies where the case is a programme, as in this situation, that one should be on guard that the case is not easily defined. The study may reveal two potential problems. Firstly that there may be variations in programme definition depending on the perspective of different actors, and secondly, that there may be components of the programme that existed prior to the formal designation of the programme.

This study recognises those potential problems. It is clear that there are components of the programme that existed prior to the formal designation of the Team Bath Judo Programme, and it is also clear that the programme does have a different meaning to the different individuals within the programme. What the programme means to a reigning world champion, for example, may differ to what it means to a beginner in the children's section. The primary unit of analysis to be applied in this case is the application of the programme support services to the student judo player. This provides a framework for the research design and the data collection strategy.

The discussion chapter will present the logic which links the data to the original proposition of the study. The criteria for interpreting the findings will be by judging the programme against other sports programmes at Bath, and other judo programmes overseas. The overall context of the case can be judged against the historical context of university judo development in the UK. The case can also be judged using external criteria such as performance results against other university judo programmes in the UK. A further criteria for judging the findings, is whether the case study as a whole meets published (Yin, 1994) definitions of an exemplary case study.

Yin (1994), suggests five characteristics of exemplary case study research;

1. The case study must be significant
2. The case study must be "complete"
3. The case study must consider alternative perspectives
4. The case study must display sufficient evidence
5. The case study must be composed in an engaging manner.

Following perceived wisdom about what makes good research would produce a technically correct report. This would demonstrate that the author is a good technician, not necessarily that he is a good social scientist. This research aims to do more than simply be technically competent. Unlike the technically efficient judo player who can reproduce standard techniques of good quality, this report aims to emulate the exciting, innovative players who adapt their own techniques and bring creativity and emotion onto the mat.

The initial development of the Research Question

This section gives an explanation for the reader as to the specific process applied in the creation of this research. It relates to the early development of the research question.

Concept Advisers

Initially, in order to focus the scope of the study a small group of advisers were identified who had a broad understanding and interest in the whole area of the development of sporting talent in an educational environment. This was in the very early stages of developing the research question. These advisers were; Mr. Kevin Hickey, Technical Director for the British Olympic Association, Mr. Barry Hitchcock, Sports Director at the University of Surrey, Mr. John Goodbody, Sports News correspondent for The Times and former international judo player, and Mr. Scott Naden, Director of Athlete Liaison for the British Olympic Association.

These individuals were asked in November 1996 to respond to correspondence which outlined the central focus of the work as current models within institutions of higher education, which are in place to assist elite performers to achieve their sporting goals, alongside the pursuit of an academic or vocational education. It also identified five related areas in which the research could be taken. These were:

1. the role and significance of the coach within models
2. whether overseas models are likely to be effective in a UK context
3. factors influencing the decisions of performers to continue their education
4. the motivations of educational institutions to provide additional support
5. the application of scholarship systems within the Further Education sector.

The feedback received from these advisers was invaluable in the early stages of the research design to shape and narrow the nature of the research study, and to define a proposition which had meaning within the context of sport and education.

Focus sports

Another aspect which required shaping and narrowing was the question of which sports to include within the research.

It was considered beyond the scope of this work to address the whole breadth of sporting provision in the education sector, so a decision was taken initially to narrow the field of enquiry to a limited number of focus sports. The focus sports were selected by identifying the priority sports for the Sports Council (known as A category sports) and matching those to the list of summer Olympic Sports. (The Sports Council subsequently split to become the English Sports Council (branded as Sport England) and the UK Sports Council (branded as UK Sport). The aim of this approach was to ensure that the sports which provide the data for the study have a relevance to both the Sports Council and the British Olympic Association. These are two of the most influential organisations in the UK elite sport arena. The sports which emerged from this approach were; Athletics, Cycling, Gymnastics, Hockey, Judo, Sailing and Swimming.

At this stage in the development of the research design, the questionnaire tool was also being developed. This was trialled in three pilot studies which are discussed below. Following the third pilot study, which analysed the athlete experiences in Athletics, Hockey, Judo and Swimming at the University of Bath, it was apparent that the results of the data were highly sports specific. In order to gain greater insight into the athlete experience, it was decided to focus the study in a sports specific way, to narrow the unit of analysis to concentrate on one sport. The second pilot study had focussed on the student judo players at two universities in Japan and therefore due to the personal interest of the author and the availability of data sources it was decided to select judo as the single focus of the study, and to draw on a wider range of data sources to fully understand the phenomena.

Paradigms

There follows a discussion of paradigms which raises epistemological questions about the nature of knowledge. This section considers the hard and soft approaches of the traditional research paradigms and discusses the need for a new paradigm, which has parallels in the philosophy of judo.

The overall case study methodology has attempted to use both qualitative and quantitative data in order to study the case from a number of perspectives to provide a framework for those structural phases, which one would expect within a sports development process. This draws on two fundamental paradigms within research, and a more detailed look at these is warranted.

Shulman (1986) writing in Sparkes (1992) suggested that *paradigm* is a term most frequently used to describe research communities. Such communities are the “invisible college” of scholars who share similar conceptions of proper questions, methods, techniques and forms of explanation. Patton (1978) states that paradigms are “deeply embedded in the socialization of adherents and practitioners; paradigms tell us what is important, legitimate, and reasonable.”

Paradigms provide researchers with their belief system, by accepting a paradigm as a belief system, so the researcher gains acceptance as a member of a research community. This view is supported by Guba and Lincoln (1989) and Sparkes (1992). There are two dominant paradigms in social science research, these being the objectivist or scientific approach and the subjectivist or interpretive approach.

Cohen and Mannion (1997) provide a helpful discussion on these two alternative bases for an interpretation of social reality. These need to be considered because the case in question is a social reality. There really is a judo programme at the University of Bath existing in a social context. In determining the methodological approach to study that case the author must take a view as to which belief system is appropriate. The objectivist approach takes a realist view. It considers the role of social science is to discover the universal laws of society and human conduct. The theoretical premise is that there is a rational edifice built up by scientists to explain human behaviour, and

objectivists conduct experiments or quasi-experiments to validate their theories. The methodologies involve an abstraction of reality often through mathematical models and quantitative analysis. On the other hand, the subjectivist approach takes a different, idealist view. It considers that the role of social science is to discover how different people interpret the world in which they live. The theoretical premise is that there are sets of meanings which people use to make sense of their world and behaviour within it. Subjectivists search for meaningful relationships and the discovery of their consequences for action. The methodologies involve the representation of reality for the purposes of comparison.

These two belief systems also differ in the view taken as to the nature of knowledge. Is knowledge real and tangible, or is knowledge subjective and based on experience? The epistemological question leads us to an answer as to the way forward for this case study.

Hardness and softness

Burrell and Morgan (1979) in Sparkes (1992) discuss the nature of knowledge across the objectivist and subjectivist paradigms. They use the term “hard” to refer to the real and tangible knowledge obtained by the objectivist, and “soft” to refer to the subjective, even insightful knowledge obtained by the subjectivist. Hardness and softness are terms very familiar to the judo player, and a consideration of these terms in relation to the philosophy of judo may offer a way forward.

“Do” is the second character in the word judo. It is this character which differentiates judo from its cousins, the various styles of ju-jitsu. The translation of this character is often translated as “the way”. Writing in Leggett (1993), Soames reminds us that “The Ways” have a long history in Japan, developed particularly from the Edo period in the 16th century, based on the simple and profound concept that through rigorous practice, a mature character could emerge.

Some mention of Trevor Leggett was made earlier in the review of literature. In 1978 Leggett produced the renowned work, “Zen and the Ways”. This presents traditional scrolls that were traditionally used to hand down the secrets of the ways. One of these

from the Hozoin School, dated around 1600, is still well known in judo. From the seventh line it reads;

In the knightly arts, if a man's will is right
There is no doubt of his ultimate victory.

Don't think to win just by force;
There is hard in the soft, soft in the hard.

"Softness is weakness", some say;
But know there is a difference between softness and weakness.

In another work of judo stories in the zen tradition, Leggett (1993) quotes another traditional poem;

Do not meet hard with hard, or soft with soft,
There is no result and it is meaningless,
Catch the flung stone with a cloth,
Pin the wind-fluttered cloth with a stone.

When viewed in the context of the research paradigms discussed earlier, these insights offer us a way forward. In this research study there is hard in the soft and soft in the hard. There is objectivity in the subjectivist approach and subjectivity in the objectivist approach. The author does not accept only one research paradigm, preferring to embrace a third paradigm, a middle way.

Ethical standpoint

In this section ethical issues are discussed particularly in relation to anonymity as opposed to confidentiality. Further discussion centres on issues of informed consent. Consideration is given to treatment of information in the public domain and anonymity issues for the researcher when discussing a bounded case study relating to individuals with a public profile.

The Ethical Approach

In developing an ethical approach for this study, the Research Ethics Framework as published by the Economic and Social Research Council (ESRC) was consulted. This document is cited as reference by the University of Bath Ethics Committee and identifies six key principles of ethical research that the ESRC expects to be addressed, whenever applicable:

1. Research should be designed, reviewed and undertaken to ensure integrity and quality
2. Research staff and subjects must be informed fully about the purpose, methods and intended possible uses of the research, what their participation in the research entails and what risks, if any, are involved. Some variation is allowed in very specific and exceptional research contexts for which detailed guidance is provided in the policy Guidelines
3. The confidentiality of information supplied by research subjects and the anonymity of respondents must be respected
4. Research participants must participate in a voluntary way, free from any coercion
5. Harm to research participants must be avoided
6. The independence of research must be clear, and any conflicts of interest or partiality must be explicit

The ethical approach taken throughout this study was framed during the taught Research Methods doctoral course at the University of Surrey in 1996. The primary considerations of integrity and quality are common with the ESRC framework.

When the research proposal for this study was submitted for approval, there was no immediate or subsequent suggestion that the proposal be considered by the University of Bath Ethics Committee. Consequently the author has attempted to adhere to the ESRC framework, and to follow the guidance by Oliver (2003) on research ethics.

Subjects used for the survey were fully informed about the purpose of the research in the covering letter (Appendix A). Colleagues working within the bounded framework of the case study were also fully aware that the author was conducting research. There was no coercion on the subject of the survey to take part in the study, all were volunteers. However it is fair to say that the individuals involved in the creation and development of the Team Bath Judo Programme did not really have any real choice in respect of their participation in the case study. In part this is due to the role of the author as the Director within the programme. In writing up the case the author has been mindful of this and has tried to adhere to the principle of integrity in addressing this issue. Throughout this study the role of the author has been clear and explicit and was known to all the participants in the study.

The issues of confidentiality and anonymity are discussed below.

Anonymity

Confidentiality, as a concept, is at odds with the concept of publishing research, of disseminating information for the benefit of the research community and other readers. Confidentiality, might be appropriate when a professional, perhaps in the medical field is dealing with a patient, and has a professional responsibility to keep the information confidential, that is not to disclose it to others. What is often referred to as confidentiality in research terms is actually anonymity. The stance of this research towards anonymity is outlined below.

Anonymity is a research concept much prized by the objectivist researcher. According to McNamee et al (2007) preservation of anonymity is akin to respecting an individual's right to privacy. They argue that the right to privacy, the right to choose what information to disclose, defines the individual's sense of self. The invasion of privacy is no trivial matter which may affect the well-being of the individual. They go on to say that failure to respect someone's privacy is a moral wrong.

Yin (1994) on the other hand bases his research tradition in the subjective paradigm. He points out that case study investigators are presented with a choice whether to identify the participants or to retain their anonymity. In complete contrast to the views of McNamee et al, he argues that the most desirable option is to disclose the identities of both the case and the individuals. Yin bases his argument on two points. Firstly, that it allows the reader to recall previous information they may have about the case from other sources. This being akin to recalling previous experimental result when reading about new experiments. Secondly it facilitates review of the case, and the raising of appropriate criticisms about the case. Yin does suggest that there may be instances where anonymity may be justified, for example if the case is controversial, but he concludes by stating; "However, anonymity is not to be considered a desirable outcome."

As stated above, this research prefers to accept a third paradigm, a middle way. For those research techniques drawn from the objectivist domain, such as questionnaires, the objectivist approach favoured by McNamee et al will be adopted, but for those research techniques drawn from the subjectivist domain such as policy analysis, the subjectivist approach favoured by Yin will be adopted. Thus the ethical stance on anonymity within this research will vary. The stance will be selected which is most relevant to the research technique, thus balancing the desirability to produce good case study research with the morality of invading an individual's right to privacy.

Informed consent

Informed consent consists of two concepts, that of the information which the participant receives, and that of the consent that they make to its use. McNamee (2007) guards

against what he refers to as “tick box consent” where the participant signs a consent form. He suggests that these may be incomplete or fail to specify the exact aims of the study. For this reason a different approach to informed consent has occurred in this study.

As stated earlier the study differentiates between levels of anonymity afforded to different participants in the study according to the research approach taken. All the participants named in this study, are part of the case study, and so their identity is an important part of the research. For these individuals, they were kept fully aware of the progress of the research and consented to their identity being revealed in as much as it pertains to the unfolding of the story of the Team Bath Judo Programme. It is recognised that given the author’s position in relation to the programme, some participants may feel that their element of choice is actually removed.

Those participants, whose data has been dealt with through qualitative means, had a free choice as to whether to complete the survey. This procedure is explained further in a later section.

Public profile

The Team Bath Judo Programme exists in the public domain. There are a number of web pages which outline its activities, and the Department of Sports Development employs a public relations firm specifically to publicise the activities of its sports programmes. To attempt to apply any kind of anonymity would simply discredit the whole case study. Imagine a scenario where the case under question is the Manchester United Football team throughout the 1990s. To conduct that case study and attempt to apply any level of anonymity to the manager would be impossible. Perhaps he could be referred to throughout the case as Alan Farquarson. Every reader would know who was being discussed and so no anonymity is afforded at all. In the case of the Team Bath Judo Programme, within the world of judo many of the participants have a national or international profile. As McNamee (2007) notes, to depersonalise some of the stories or descriptions would be to rob them of their poignancy.

Data Collection

Data Collection deals with the following topics;

1. Range of data sources
2. Data collection methods
3. Nature and handling of the data collected
4. Issues impacting on data collection

Range of data sources

Yin (1994) discusses six sources of evidence, but makes the point that there can be several more. He identifies; documentation, archival records, interviews, direct observations, participant-observation, and physical artefacts. The extended list includes; films, photographs, and videotapes; projective techniques and psychological testing; “street” ethnography; and life histories.

For this study a range of data sources were used in order to build up an in-depth picture of the judo programme. The four main sources used in this study are; Documentation, Archival Records, Interviews (including Questionnaires), and Direct Observations.

Yin (1994) indicates that documentation sources can include: Letters, memoranda and other communiqués (emails); Agendas, announcements and minutes of meetings, other written reports of events; administrative documents, proposals, progress reports, internal documents; formal studies or evaluations of the same “site” under study; newspaper clippings, other articles in the mass media.

Archival Records, these can include: Service records (showing number of clients served over a period of time); Organisational records, organisational charts and budgets; Maps and charts; Lists of names; Survey data such as census records; Personal records such as diaries, calendars and telephone listings.

Interviews, these can include; open-ended interviews, focussed interviews, and surveys.

Direct Observations, which can range from formal to casual. Yin (1994) suggests these are often useful in providing additional information about the case.

Data Sources Table

The table below provides an overview of the range of data sources, the nature of the evidence, where it is stored, and the section of the results it pertains to:

| Data Source | Data Type | Evidence Collected | Evidence Database storage | Relevant section of Results |
|--------------------|--|---|--|---|
| Documentation | Letters | Relating to the development of the Programme | Database C Database D | -Aims & Objectives -Facilities -External Relations -Senior players -Coaching Programme |
| Documentation | Email correspondence | Relating to the development of the Programme | Database D | -Historical -Aims & Objectives -Internal relations -External relations -Junior players -Senior players -Coaching Programme -Research activities -Achievements |
| Documentation | Meeting minutes | Senior Management Team, and Board of Studies | Database C Database D | -Staffing -Senior players -Coaching programme -Research activities |
| Documentation | Internal & external administrative reports | Development plans. Annual Report | Database A Database B Database C Database D | -Aims & Objectives -Statements made by others -Senior players -Coaching Programme |
| Documentation | Newspaper articles | Press releases and other external press comment | Database A Database C Database D | -Staffing -Facilities -External Relations -Statements made by others -Senior players -Coaching Programme -Achievements |

| | | | | |
|---------------------|---|--|--------------------------|--|
| Documentation | Prospectuses | Also other publicity material | Database C Database D | -Staffing -Facilities -Student recreation -Coaching Programme |
| Documentation | Training Programmes | Records of training micro-cycles. | Database C Database D | -Senior players -Achievements |
| Archival Records | Richard Bowen History of Judo Archive | Records relating to the history of University Judo | Database E | -Historical -Research activities |
| Archival Records | Registers | Attendance records for players | Database D | -Junior players -Student recreation -Senior players -Achievements |
| Interviews | Semi structured face-to-face interviews | To aid interpretation of the survey data | Database C | -Facilities -Senior players -Coaching Programme -Achievements |
| Interviews | Face-to-face open interviews | To collect historical data | Database C | -Historical -Research activities -Achievements |
| Interviews | Written survey | With performance student athletes | Database F | -Senior players |
| Interviews | Written open interviews | With EJU level 4 students | Database D | -Statements made by others -Coaching Programme |
| Direct Observations | Observing the case develop | On a daily basis over an nine year timeframe. | Database C | -Historical -Aims & Objectives -Staffing -Facilities -Internal Relations -External Relations -Junior players -Student recreation -Senior players -Coaching Programme -Research activities -Achievements |

Figure 1: Data Sources Table

Data collection methods

Triangulation

Multiple sources of evidence were used, as can be seen from the range of the evidence sources. This has allowed for triangulation of the data. The use of multiple sources of evidence enables the study to consider the whole context of the Team Bath Judo Programme, and for the data to corroborate each other when pertaining to the same information. An example might be documentary evidence relating to the high performance training programme, alongside surveys from the players, alongside direct observation all corroborating information relating to the role of the coach. This convergence of evidence will be used to describe the case and draw out relevant themes. The use of triangulation of the data will add to the construct validity of the study.

Evidence Database

A case study database was created. This allowed for the data to be organised. The database takes a number of forms since there is a wide range of types of evidence.

The documentary evidence was stored in 6 different ways. Firstly the bibliographic evidence which was in hard copy was stored in a pair of lever arch files arranged alphabetically by author, with bulkier documents stored in two archive boxes (Evidence Database A). Electronic copies of bibliographic evidence were stored in a specific folder and backed up to an external hard drive (Evidence Database B). These storage systems allowed for the bibliographic documents to be referred to at later dates. Other non-bibliographical documentary information relating to the Programme often took the form of working documents. Hard copies were stored in a filing cabinet organised into relevant sections and housed in the author's office (Evidence Database C). Electronic documents were filed in a specific folder on a central server. Email correspondence was also filed in a specific folder, on the same server (Evidence Database D).

The archival material is stored securely in the Richard Bowen Collection in the University Library and Learning Centre. The collection is catalogued, and so documents

can be accessed easily (Evidence Database E). Registers are stored electronically along with the other working documents (Evidence Database D).

The semi-structured interviews were stored on tape. Relevant sections were transcribed, and stored along with the other documentary evidence (Evidence Database C). The face-to-face open historical interviews were not tape-recorded, instead notes were taken in the case-study notebooks. Then the relevant evidence was written up later (Evidence Database C). The written surveys were stored in lever arch files with the data transcribed into excel files for later analysis (Evidence Database F). The written open interviews were collected electronically and stored in a specific folder on a central server (Evidence Database D).

Direct observation was recorded into observation notebooks. These were dated and stored in a filing cabinet (Evidence Database C).

Chain of evidence

In preparing the case study, consideration was given to maintaining a chain of evidence, whereby assertions made in the discussion within the thesis can be traced back to the evidence collected. This approach is another way in which issue regarding the validity of the constructs in the case can be addressed.

The evidence will be presented in the results section and the discussion will attempt to draw out common themes across the case. These themes will refer back to the specific results sections which they relate to. In that way the reader will be able to draw a link between the discussion themes and the evidence collection process.

Nature and handling of the data collected

In this study a considerable amount of documentary evidence has been collected. This includes; Letters relating to the development of the programme, and extensive email correspondence, meeting minutes, internal administrative reports and proposals, and newspaper articles.

A limited amount of archival material has been used, particularly in relation to setting the historical context for the case. The primary source of this has been the Richard Bowen History of Judo Archive, housed at the University of Bath.

Interviews initially took the form of the surveys. Following those, semi structured face-to-face interviews were conducted in order to aid interpretation of the survey data. Additionally face-to-face open interviews were conducted specifically to collect historical data, with three key individuals. Finally participants within the judo programme were asked to prepare written interview responses to directed questions, evaluating their benefits of participation. The detailed background to the development of the questionnaire is given below.

Direct observation has involved the author observing the case develop on a daily basis over a nine year timeframe. This kind of observation has been an extensively used method of evidence collection and the issues presented by this in relation to observer bias are addressed in this chapter.

Development of the Questionnaire Research Tool

The aim of the questionnaire was to address one of the features of the case study. That is the identification of those services which are provided by the University of Bath, in respect of the Team Bath Judo Programme with the aim of supporting the elite “World-Class” judo player. Specifically, which services are perceived by the players to have the greatest impact on their performance?

In the development of the questionnaire (Appendix B), a range of specialist advisers were identified and feedback sought from them. Following a policy analysis of relevant documents an initial draft questionnaire for players and athletes was developed. This was sent to providers in the sports or Higher Education sectors for comment. The questionnaire was amended following feedback.

Three pilot studies were conducted, the methodology for which is outlined below. Following the pilot studies the questionnaire was amended for a final time. Consideration was given to a sampling strategy and a stratified purposeful sampling approach was selected. Purposeful sampling helps to select information rich cases for in depth study. Stratified purposeful sampling helps to illustrate characteristics of particular subgroups of interest and facilitates comparisons between the different groups (Mugo 2008).

The stratified purposeful sampling method was used to determine the subjects. The English Institute of Sport (South West) is based at the University of Bath. It is one of nine institute sites identified by Sport England. It was chosen instead of the other sites for five main reasons;

- the number of athletes in a variety of sports training there
- the institutional experience in providing services to athletes in a variety of focus sports
- none of the other sites host judo players
- the Team Bath Judo Programme is based there
- the author works there and has good access to subjects.

A proportion of the athletes based there can be described as student - athletes. These are individuals who benefit from the high performance training environments and follow academic or vocational programmes at the University or one of its partner educational establishments. Apart from the second pilot study conducted in Japan, the athletes selected to complete the questionnaires are student athletes at the English Institute of Sport South West, participating in one of the focus sports identified for this study, who are identified by the Performance Director for their sport as being a World Class

Performance or World Class Potential athlete, (this terminology altered in 2006 to World Class Podium athletes, or World Class Performance Development athletes).

World Class Performance athletes are defined by UK Sport as being elite athletes with the potential to win medals in significant international competitions such as the Olympics and Paralympics now and within the next four years. World Class Potential athletes are defined by Sport England as talented athletes with the potential to win medals in significant international competitions within the next eight years

This sampling led to the selection of the student judo players at the English Institute of Sport at the University of Bath as the primary source of data. As these players share a similar experience an understanding of the context of this experience was facilitated through the case study tradition of enquiry that was adopted to provide this information.

The sample sizes are outlined below in the section below on individual data source analysis.

The questionnaire was only one of the data sources used, as it was felt necessary to understand the context of the subject responses and gain an insight into the student athlete experience. The questionnaire with athletes therefore sits as one of a variety of information sources used to address the issues. The other sources of data collection are identified above.

A policy analysis was carried out to identify the range of services which are offered to student athletes. The documents analysed were; the Bannister Report (Bannister, 1996), and the prospectuses from a range of educational institutions known for the development of high-level sport, including the Universities of Birmingham, Loughborough, Bath, Reading, Surrey, Stirling, the University of Wales Institute, Cardiff, Newbury College, and Millfield School.

This list of services was drawn in to a draft questionnaire format and sent to a number of institutional providers including University Directors of Sport, School Physical Education Heads, Sports Council Governing Body Service Team Leaders, and National

Governing Body Performance Directors. Each was asked to comment on the appropriateness of the range of services listed.

Written responses were received from;

- Miss Alison Oliver, Head of Physical Education, Millfield School
- Mr. Max Jones, Performance Director, Performance Athlete Services Ltd
- Mr. Jeremy Harries, Senior Regional Development Officer, English Sports Council (Cycling Team)
- Mr. Rod Carr, Yacht Racing Manager, Royal Yachting Association
- Mr. Howard Darbon, Athletics Service Team Leader, English Sports Council
- Mr. David Lawrence, Senior Regional Development Officer, English Sports Council (Sailing Team)
- Mr. Mark England, Assistant Head of National Centres, English Sports Council (Gymnastics Team)
- Professor Ian Thompson, Director of Sport, Stirling University
- Dr. Simon Jenkins, Senior Lecturer in Sport Science, University of Surrey
- Mr. Ged Roddy, Director of Sport, University of Bath
- Mr. Dave Cobner, Head of School of Sport, University of Wales Institute, Cardiff
- Mr. Gavin Stewart, Chairman Competitors Council, British Olympic Association
- Mrs. Margaret Hicks, Technical Officer, British Olympic Association

Following analysis of the responses received a draft pilot questionnaire was produced. It was decided that a visual analogue scale (DeVellis, 1991) was most appropriate. The visual analogue scale (VAS) leads to the creation of interval data, and has been used by Redekop (2002) to measure overall health state, and Hawkins (1997), to measure perception of pain. Both authors used means to calculate the averages of their sample. Participants would be asked to indicate their response to the following question by putting a cross on a 100 mm line.

“Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system”

One end of the line was labelled “Not important at all”; the other end was labelled “Essential”. The line was measured to the mark and a score given related to the number of millimetres from the left of the line. Thus a low score was considered not important, and a high score was considered essential.

As stated earlier the factors were drawn from a process of policy analysis, with each individual question simply being a statement of the nature of the service. Language is the medium of the questionnaire (Schwarx, 1999, Sudman et al, 1996). Respondents may comprehend the meaning of the question in their own way and infer their own meaning. This may differ to the intended meaning of the researcher. If this is the case then the respondents are, in effect, answering different questions, which cannot then be compared. Sudman (1996) in discussing the inevitability of error, makes the point that the total elimination or even the substantial reduction of measurement error does not seem likely. In this questionnaire, the central question remained identical throughout, the only change was the nature of the service, usually stated as a noun. The central question was repeated seven times throughout the questionnaire.

The questions being asked could be viewed as attitude questions, and these require the respondent to retrieve a judgement. The context may mean that the student-athlete in responding either considers or disregards certain aspects. An example would be in responding to the question about shared accommodation with other sports people, the respondent may disregard the influence of other athletes in their student house in their first year of study because they have distant memories of that experience.

Additionally the order of the questions can have an effect on the responses. The problem here is when any responses are generalised to a population who were not exposed to this specific questionnaire, for example, future generations of Team Bath judo players.

Thirty-three factors were listed on the questionnaire. They were grouped into seven categories; coaching support, medical support, sports science support, academic support, financial support, facilities support, and other support. These categories were headings by which the questionnaire was categorised, they were not confirmed

statistically and no reference is made to them in the analysis. Thus they do not represent any constructs elicited from the respondents.

Questionnaire construct and hypothesis

Within this case study the questionnaire seeks to address an embedded unit of analysis Hanna, (2000) undertook a similar approach as has been taken with his study. The questionnaire is a technique from the objectivist paradigm and so a consideration of the hypothesis is appropriate.

The underlying construct that is being measured relates to the performers perceptions about the system that they are part of. The question is;

“What factors within elite sport & education support (ESES) systems are perceived by performers to have had the most influence upon their sporting success?”

Hypothesis: Some factors within ESES systems will be perceived by performers to have had a greater impact upon their performance.

Null Hypothesis: There will be no significant difference between the perceived impact of key factors as ranked by elite sports performers.

This is an evaluative question and will be addressed by using a correlative ex post facto approach. Cohen and Mannion (1994) note that Descriptive studies often involve ex post facto designs. Ex post facto means after the fact and refers to real-life studies. Ex-post facto studies, or ones employing real life variables, are considered correlational. Correlative studies refer to quantitative studies that examine relationships as pairs of variables to observe how they vary with respect to each other. (Cohen and Mannion, 1994)

Earlier discussions in Chapter 2 demonstrated the importance of an understanding of the student athlete experience and made reference to contemporary sports policies. The questionnaire draws upon the athlete self-perceptions. This is key to the study being athlete centred. The questionnaire was used four times with different groups of subjects.

In the first pilot the subjects were Tennis players from the University of Bath, they came from two different coaches, each with their own approaches. In the second pilot the subjects were judo players based at two different universities in Japan, Tokai University and Tsukuba University. The third pilot used subjects that were student athletes in Elite Sport Education Support systems from three sports prioritised by the English Sports Council and the British Olympic Association. They are based at the English Institute of Sport at the University of Bath. Lastly the subjects were judo players based at the University of Bath.

The independent variables within the questionnaire are the component factors of schemes involving Elite Sport and Education Support (ESES). In this case these independent variables have been generated by using a policy analysis followed by analysing responses to draft questionnaires from a range of stakeholders within UK ESES system institutions, including schools, FE colleges, and HE institutions. This approach is outlined above. The types of factors are: access to coaching, access to facilities, level of financial support, atmosphere of excellence, counselling support, access to sports science and medicine. The dependent variables within the questionnaire are the rankings of the performers regarding their perceptions of the impact of the independent variables. These responses generate manipulated, interval variables, as expected from a Visual Analogue Scale.

As stated, the questionnaire was drawn up by using qualitative techniques of policy analysis and interviews. This was then refined during three pilot studies. The methodology uses a variation of the repertory grid approach, from Kelly's Personal Construct theory (Kelly, 1955). The constructs within the questionnaire are the independent variables, the important factors of ESES systems. These have been defined for the student-athletes. This approach is known as "Provided Constructs". The use of this technique is supported by Bannister and Mair (1968) for using with group comparisons.

Interview Methodology

Four kinds of interviews were conducted. Firstly, the written questionnaire with the performance student - athletes, for which the methodology is outlined above. Gillham (2005) differentiates between the survey and the interview as data collection categories. However, Yin (1994) categorises the formal survey as a form of written structured interview, suggesting that it can be used in a case study to produce quantitative data as part of the evidence. The approach to data collection proposed by Yin (1994) is adopted in this case study.

Secondly, face-to-face open interviews were employed to collect historical data. Thirdly participants in the coach education part of the programme were asked to respond in writing to open interviews, and finally semi-structured face-to-face interviews were carried out to aid the interpretation of the data. Use of a range of methods of data collection such as this is suggested by Yin (1994) and Gillham (2005) to improve the opportunities for triangulation of the data.

Open historical interviews

For the historical interviews, meetings were arranged with three individuals. Dr Tom Hudson, first Director of Sport at the University of Bath provided contextual background to the development of sport at the university. Mr Tony Sweeney, 9th dan, provided insight and personal experience of the development of university judo in the UK since 1958. Mr Peter Thatcher, 6th dan, was the judo coach at the University of Bath for 29 years and was able to offer personal recollections of the development of the University of Bath Judo Club over that period.

These were open interviews, each lasting several hours. Brief notes were taken during the discussions, and then additional notes made immediately afterwards to avoid breaking the flow of the discussion. This approach is referred to by Gillham (2005) as the “narrative interview”.

Gillham (2005) outlines very clearly that this approach is appropriate in this situation to elicit historical experiences because;

“The interest is in some dimension of an individual’s life experience and where the significant themes can only be elicited by allowing the individual to give their account in their own way, without the fragmentation of structured questioning which may lose the thread of the narrative.” (Gillham, 2005)

Open written interviews

For the written interviews with the coach education students, the students were asked to reflect on their experiences of the Team Bath Judo Programme. These interviews were carried out with 20 third year coach education students, who all followed the European Judo Union level 4 Performance Coach Programme and the Foundation degree in Sport (Sports Performance) between 2005 and 2007. They ranged in judo experience from 1st dan to 7th dan, and many held influential positions in a variety of judo organisations.

This approach required only key questions to be asked (Gillham, 2005) in this way the questions were more stimulating for the students and the response more engaging.

The advantage of this approach was that it was possible to reach a number of respondents in a limited time; the disadvantage was that the process was not interactive, and it was not possible to follow up on interesting responses.

Semi-structured face-to-face interviews

For the semi-structured face-to-face interviews, a number of key individuals were identified as potential subjects. They were selected on the basis of their understanding of the development of the programme or the framework within which the programme sits. They were selected because it was considered that they would have a point of view, and opinion which would help the researcher to formulate an understanding of the nature of the case. They provide an alternative viewpoint of the same case, and thus add to the internal validity of the case.

Gillham (2005) refers to this approach as the “elite interview”, which involves talking to people who are especially knowledgeable about the context of the research area. He suggests that the interview should be loosely structured at best. One type of elite interviewee is the advanced practitioner.

These advanced practitioners are identified below with a brief description of their role.

- Kate Howey MBE, 6th Dan, World Class Development National Coach for the British Judo Association. Former player with the Team Bath Judo programme. World Champion and double Olympic Medallist
- Kirstie Moore MA, Regional Manager of the English Institute of Sport South West. Former Head of Sports Science Support at the University of Bath.
- Roy Inman OBE, 8th Dan, formerly the High Performance Judo Coach at the University between 1999 and 2006. Currently, the UoB Judo Technical Director. Former British Judo Association National Coach for over 15 years, coached at 3 Olympic Games, his players have won 6 Olympic medals and 13 World Championships.
- Juergen Klinger, 6th Dan, High Performance Judo Coach at the University of Bath. Formerly the Assistant National Coach of Germany he has worked with many world and Olympic medalists.

Interviews were semi-structured, questions were open, and follow up questions or “probes” were adapted for the specific respondents. The interviews revolved around four themes; demands on athletes / judoka, support for athletes / judoka, performance and services which impact on performance, and finally the strengths and weaknesses of the student athlete experience at Bath.

These interviews were recorded and used to give meaning to the raw results from the questionnaire data, in order to inform the discussion. Gillham (2005) suggests that this approach can produce a rich source of information can give direction to the research and provide access to unpublished information. This was the case in all of these interviews.

Validity and reliability

Construct validity is about establishing the operational measures for the concepts being studied. This has been achieved by using multiple sources of evidence from a range of differing data collection sources which are explained in detail in this chapter. There is also a chain of evidence leading from one level of the structure to the next. Key informants have commented in the early stages about the research concepts. These individuals are acknowledged in this chapter along with a discussion on the outcomes of their contribution.

External validity relates to establishing the domain into which the studies findings can be generalised. This is achieved in this research through the extensive background material presented which places the study firmly in a historical, social and political framework. This helps the reader to generalise to the domain of other sports at Bath, other current judo programme in UK universities, and other university judo programmes in the past. In applying any generalisation, the reader is reminded that the case is bound within a social and political framework.

The issue of reliability is difficult. The study is bounded by time. Another researcher attempting this study at a future date would undoubtedly produce differing results. However that is not a true test of reliability for a case study. The issue is whether another researcher, replicating this same case study would arrive at the same result. Due to the recording of the data and the documentation of the procedures followed, in theory this would be the case.

Issues impacting on data collection

The study is also conducted by an individual with a specific role within the programme; a future researcher would be unlikely to have the same role and as such would be unlikely to generate the same evidence. There are clearly issues which need to be

addressed as a result of the authors' participatory role in the research. These issues related to the researcher as an instrument are considered below.

The researcher as instrument

In following the middle way in terms of research paradigms, this work has large elements that sit firmly in the subjectivist or interpretive domain. The author is an active participant in the research process. Hammersley and Aktinson, (1983) note that the active researcher "is the research instrument *par excellence*."

Brown (1988) states; "There are no reliability and validity coefficients for the researcher who is observing and interviewing participants in the natural setting." A reader from the positivist paradigm would read this work and question the issues of researcher bias inherent in the research design, whereby the author is the architect of the Team Bath Judo Programme, and yet also is the researcher reporting on and explaining the process. From their perspective they would be right. However were they to take an interpretive view they would see that the author is best placed to draw the evidence related to this case and to draw conclusions as to how to best describe the case as a sports development model. Taylor (1971) reminds us that "a good explanation is one which makes sense of the behaviour; but then to appreciate a good explanation, one has to agree on what makes good sense; what makes good sense is a function of one's readings; and these in turn are based on the kind of sense one understands."

Taking the view that the researcher is an excellent research tool, the subjectivist paradigm underpinning much of this research embraces the inherent researcher bias on the basis that the author is best placed to form his own reality of the nature of the programme. The authors' good explanation is based on the kind of sense that he understands. Therefore this work makes no attempt to adjust for any perceived issues of researcher bias.

Data analysis

The following points relating to the analysis of the data are considered below;

1. General Principles
2. Analytical strategy
3. Data ordering
4. Analytical procedures
5. Individual data source analysis
6. Cross-source analyses

General Principles

The principle of the analysis of the data was to conduct high-quality analysis which addressed all of the evidence. The evidence came from both the quantitative and qualitative paradigms and the analysis seeks to draw on the evidence to build a complete description of the Team Bath Judo Programme.

The data analysis seeks to structure the data according to the structure of the case. That is, into the various sections of the judo programme, broadly based on the player development continuum. This component parts analysis seeks to apply a basic descriptive framework of the case, and to consider a model which will illustrate that framework in order to summarise succinctly the structure of the case. The model is likely to be drawn from emergent sports development theory.

This framework will guide the presentation of the results of the case. The subsequent discussion of the results will seek to look across the framework to consider themes which run through the whole case, across the whole framework of the programme.

This descriptive framework for analysing the case is best illustrated in a diagram.

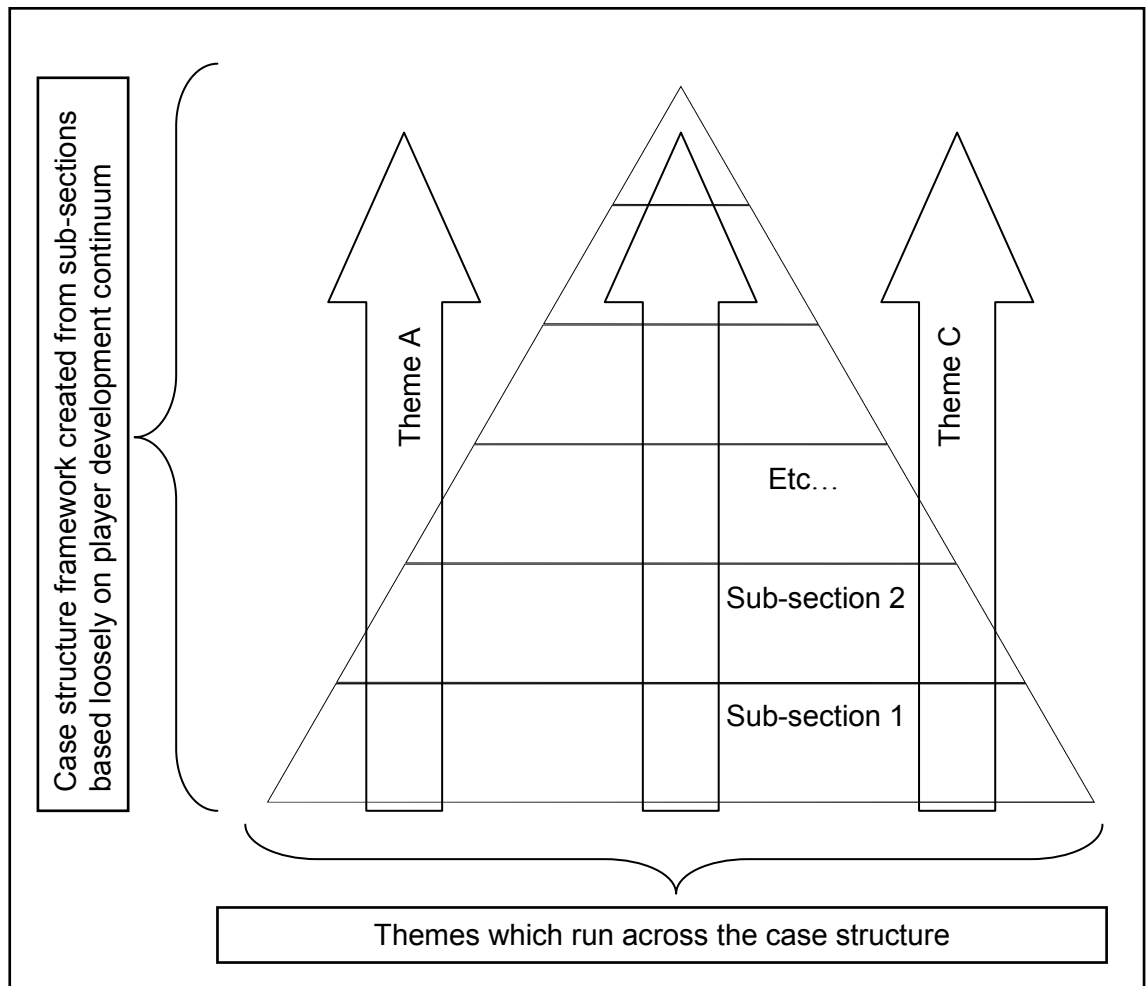


Figure 2: The descriptive framework for analysing the case.

The figure above illustrates a framework based on a player development continuum, with themes running through the whole case and across the different sections of the programme.

Analytical strategy

Yin (1994) suggests that an analytical strategy should attend to all the evidence, address all major rival interpretations, address the most significant aspect and make use of the authors prior expert knowledge.

A case description approach to analytical strategy is suggested in Yin (1993, p114). The main analytical strategy is based on case description. Using this approach has helped to

identify the casual links, which run through the programme, and are identified above as themes.

In this case study a significant volume of evidence was collected over a nine year time frame. There are some rival interpretations of the data, which is a descriptive account of the programme. These interpretations are discussed in the following chapters. The most significant aspects of the study have been addressed through the use of the component parts analysis described above. The author's expert knowledge of the programme is unique and is inextricably interwoven throughout this study.

Data ordering

The data has been order into sub-sections. These are based on two convergent and inter-related patterns.

The first pattern is based loosely on the player development continuum. This model was first identified by Casey (1988). By matching against this pattern it can be seen how the programme is structured to deal with beginners, through to how the programme is structured to deal with high-performance players. By using a framework such as this, the talent development aspects of the case can be more clearly seen.

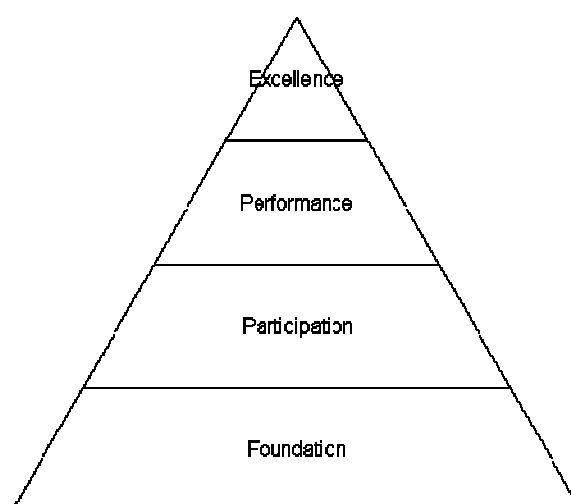


Figure 3; The Sports Development Continuum (Casey 1988)

The second pattern is based loosely on the broader background of sport in higher education as explored earlier in the literature review. This was neatly summarised in the quote from the Rt Hon Dennis Howell;

“We said that what the world of sports needs, never mind this country, is an institute of sports practice and that it should be based in a university somewhere so that its academic standards were accepted and it should have research facilities available to it.” (Howell, 1994)

This pattern can be summarised as a sporting environment embracing people, places and programmes driven by aims and measured by achievements.

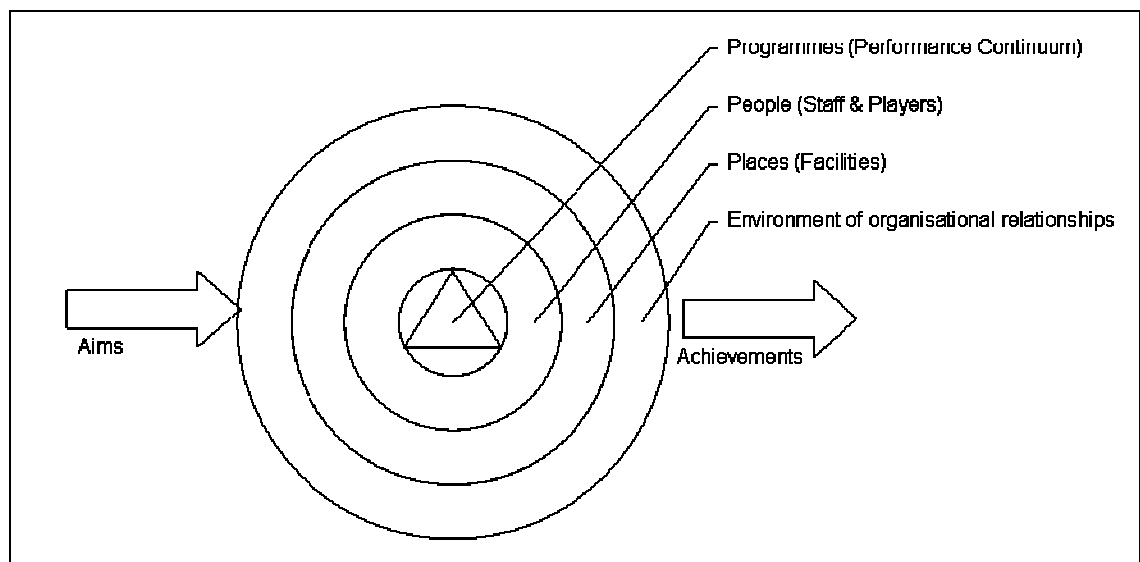


Figure 4; Illustration of a sporting environment pattern.

Thus the results will be ordered in line with the sports development continuum (Figure 2) set within the sporting environment model illustrated above.

Analytical procedures

In employing a case description approach, the pattern matching process applied to Figure 4 is explained below.

Pattern Matching Process

The choice of data sources has been driven by the structure of the case. As with any grounded study, the researcher has allowed himself to become saturated with the data. The author went through a process of explaining the extent of the whole programme to those unfamiliar with the detail of its nature. He did this on four separate occasions, explaining the programme and illustrating it with diagrams and seeking feedback. The programme was explained to Mr Alex Bezzina, Technical Director of the Malta Judo Federation, to Ms Rowena Birch, World Class Start Manager for the British Judo Association, to Mr Danny Kissinisky, World Class Start Coach for the British Judo Association, and to Ms Karen French, Club Development Officer for the British Judo Association.

Each explanation took around two hours of discussion, and was conducted in a semi-private environment. Feedback was sought from each of the four individuals and note was made of their questions relating to aspects of the programme where they sought more clarity. Following this process over a two month period, the case was split into its component parts. These parts are outlined in the results chapter. Data was then selected which best described the particular component part.

To match the pattern the component parts of the judo programme were identified as; the aims of the programme, the people, places and environment (covering the areas of staffing, facilities, internal and external relations, and statements made by others), the player performance continuum (covering the areas of the schools programme, the junior players, student recreation, senior players, and the coaching programme), the research activities, and finally the achievements. These component parts form the structure for chapter four, the results of the case study, and will be repeated there for the sake of clarity.

Individual data source analysis

The questionnaire data analysis approach is addressed below.

Pilot Studies Questionnaire Data Analysis

Pilot Study 1 - Tennis Players at the University of Bath

Tennis players from the University of Bath (n=12) served as participants for the first pilot study. They are organised in two different coaching groups of six players each. The first group are full-time players; the second group are students on tennis scholarships. They range in age from 18 to 26 years and include three women and nine men. For the purposes of this study they are classified as elite by virtue of their inclusion in either of the two squads. All players were representing or had represented their country in international competition.

The subjects were handed the questionnaire by their coach, the importance of the study was explained and they were asked to complete the responses in their own time and return the questionnaire to the coach.

The author used the coach as a “gatekeeper” and asked the coach to distribute the questionnaire to their athletes to complete in their own time. This term is used by Oliver (2003) to describe someone who controls access to the location and the individuals intended as research subjects. The athlete was provided with an envelope in which to place their questionnaire prior to handing it back to their coach in order to ensure confidentiality, and to help avoid any influence that the coach might unwittingly have over the responses. It was thought more likely that the respondents would respond honestly if they knew the coach would not see their individual responses.

The objective of the study was explained to the coaches, who were all keen to understand their programmes better and so undertook the role of gatekeeper willingly. The author agreed to share with the coach the findings of the group, once analysed, but not the individual responses.

The coach selected the athletes, they were asked if possible to include all world class student-athletes within their training group. The athletes participated voluntarily; there were no penalties for non-compliance. None of the coaches reported any non-compliance.

Pilot Study 2 - Judo Players at the Universities of Tokai and Tsukuba

Many judo players throughout the world train in a university system, the strongest of these systems are to be found in Japan. It was felt relevant to trial the questionnaire in Japanese university judo programmes to give a benchmark. The two universities sampled in Japan are operating at a performance level to which the Team Bath Judo Programme aspires.

Those Japanese university judo systems provide a number of services to the players in order to help them to improve their performance. Two of the most successful universities in the world are Tokai University and Tsukuba University in Japan, and judo players from both these institutions acted as participants for this study. Alumni of Tokai University have included Yasuhiro Yamashita, 1984 Olympic Champion, Katsuhiko Kashiwazaki, 1981 World Champion, and Kenzo Nakamura, 1996 Olympic Champion. Their current training group includes Kosei Inoue, 2000 Olympic Champion and World Champion in 1999, 2001 and 2003, and Maki Tsukada, 2004 Olympic Champion. Tsukuba University has a list of alumni which includes Hirotaka Okada, World Champion in 1987 and 1991, and Kaori Yamaguchi, 1984 World Champion.

The questionnaire was translated and typed in Japanese. It was discussed with the coaches at each institution and distributed by them. This was carried out during a research visit to Japan by the author in April 1998. It was felt to be of value to draw upon the experiences of athletes in a focus sport in two of the most successful institutions in the world.

56 participants took part in the study (10 women, 46 men with a mean age of 19.9 years).

Johnson (1998) suggests that in the case of cross national surveys, equivalence of questions rivals the importance of reliability and validity in the questionnaire design. He goes on to identify over 50 types of equivalence mentioned in the literature. The point is made that the protocols for developing cross-cultural surveys are underdeveloped compared to mono-cultural surveys. Matsumoto (2007) provides a helpful definition of equivalence as “a state or condition of similarity in conceptual meaning and empirical method between cultures that allows comparisons to be meaningful.”

In studies where researchers are seeking to understand variations across cultures, an important consideration is linguistic equivalence, whether the meanings of the language used in the research tool are the same across the two languages. One common technique used to seek to achieve this is back-translation, but in this case back-translation was not used. When the research was conducted in Japan, the objective was to pilot the questionnaire with a judo group which was not the same as the group for the main study. Subsequently, the opportunity exists for the data collected to be viewed cross-culturally, although this was not the original intention. Were this data to be considered in a cross-cultural context then the issues of linguistic equivalence, would have to be resolved, the most likely technique being back translation. This would in all likelihood result in a requirement for the data collection to be repeated, as it is likely that the back translation process may result in an alteration to the questionnaire language.

In the case of this study the source language questionnaire (SLQ) already existed in finalised form. Harkness and Schoua-Glusberg (1998), note that translating from a finalised SLQ is the most common route to implementing equivalence. They also make the point that the process of translation necessarily involves difference as well as similarity. Gutt (1991), argues against applying the term equivalence at all, demonstrating that equivalence cannot be automatically equated with quality. Harkness (1998), suggests that what is important is actually the appropriateness or adequacy of the questionnaire for a given task. It was felt that in this case the questionnaire was adequate for use with the judoka at Tokai and Tsukuba Universities.

Pilot Study 3 - Students within the English Institute of Sport (South West) at the University of Bath

The third pilot study was conducted with world-class student athletes based at the University of Bath who were not judo players. This helps to give a context to the case study and to see if the responses from these sports are similar to or differ from the responses from judo players.

Information was sought from the Athlete Service Co-ordinators for the South West, two Sport England funded secondments based at the University of Bath. These staff identified all the “World Class” Performance and Potential athletes in the focus sports who were associated with the English Institute of Sport South West.

This method of data collection was used with the following sports: swimming, athletics, and hockey. Seven (n=7) swimmers were identified, four (n=4) track and field athletes, and three (n=3) hockey players met the stratified purposeful sampling criteria.

The author then discussed this list with a coach within each sport, to confirm the validity of information and to identify those athletes who were currently studying, or who had completed their studies within the previous 12 months. All levels of study were considered from GCSE level at local schools to Postgraduate level.

The coach was briefed on the background to the research and asked to distribute the questionnaires on behalf of the author. The subjects returned their responses in a sealed envelope to avoid concerns about the influence of the coach on the process.

The remaining focus sports of cycling, sailing and gymnastics had no athletes based at the English Institute of Sport South West, judo was intended as a separate study, therefore, the decision was taken not to collect data related to these sports.

Main Study Data Analysis

Main Study – Judo players within the English Institute of Sport (South West) at the University of Bath

The main study using the questionnaire was used to consider the embedded unit of analysis within the main case study. It aims to provide data on the perceptions of the performance level judo players within the Team Bath Judo Programme. The responses are put into context by the wider case study analysis of the environment in which they are based.

The author is the Director of Judo at the University of Bath and manages the Team Bath Judo Programme. From the complete list of international level judo players based at the University, the author identified those that were currently studying, or who had completed their studies within the previous 12 months. All levels of study were considered from GCSE level at local schools to Postgraduate level.

16 players completed the questionnaire. They included 7 females and 9 males. Their experience of the programme varied from 2 months to 6 years.

The author briefed the players and distributed the questionnaires to the players. The players completed the questionnaires in a classroom environment without discussing their responses with their peers.

Main study case study individual data source analysis

The data from the range of data sources was categorised according to the pattern framework outlined above.

For example, the documentary evidence was read and then categorised according to the pattern. Documents related to performance players were categorised along with other interview or questionnaire data related to performance players. Documents related to coaches were categorised along with other sources of evidence related to coaches. This

process was conducted with all the evidence related to the different stages of the framework.

Cross-source analyses

Each data source was then compared with the other sources related to that section of the analysis framework. The aim was to look for convergence of evidence. As an example, in considering the available data for the coach education provision aspect of the framework, the evidence includes; application data from candidates, performance data from results of participants, evaluation sheets from participants, comments recorded on minutes from review meetings, written interview evidence from participants, and observation by the author. These various data were cross-analysed in a triangulation process as described above.

The convergent evidence from each section of the framework pattern was then compared with the other sections of the pattern in order to draw out the themes which run across the whole pattern.

An example would be that when the convergent evidence is compared across the sections of juniors, performance players and coach education, a common theme emerges. In this example, the common theme is related to recruitment, or populating the programme. These themes are drawn out in the discussion chapter.

Limitations of the design

One of the design limitations is that the case is not easily defined. It is a wide case covering a range of levels of judo player and coach and includes aspects of other university departments, or other judo organisations. The result of this is that different individuals observing the programme may describe it in different ways. A parent of a junior player may be unaware of the collection of judo related archives, and would not include these in their concept of the Team Bath Judo Programme. Conversely to what extent is the archive part of the Team Bath Judo Programme and to what extent are they part of the Library and Learning Centre?

The case is also evolving. It has been observed over an eight year period and is bound in time, but it has evolved over that period. A case description relevant in the year 2001 is not a case description that applies to the year 2005. Dealing with this in the case design has been a challenge, and has meant that the pattern matching structure of the analysis has also evolved. Some aspects of the programme existed prior to the case description. An attempt to address this has been made by the inclusion of a wealth of historical context. This serves to illustrate the evolving nature of judo globally, and within UK university systems. The Team Bath Judo Programme can then be considered in this context.

A case study such as this could always benefit from a greater number of semi-structured interviews. The author's role as a direct observer, as a research instrument, has meant that the conduct of such interviews has appeared constructed and inappropriate. The author is working on a daily basis as a colleague with the key individuals associated with the case. A decision was taken to cease the semi-structured interview process in favour of the direct observation data afforded by the author as a research tool. The outcome is data which may not be as structured, but is richer in interpretation and has evolved along with the development of the programme.

Limitations related to questionnaire design

The questionnaire was selected as the preferred data collection tool for the question of which factors are perceived by the players to have the greatest impact on their performance. The visual analogue scale was chosen for the student-athletes to rate their factors as it offered the possibility of the creation of data which could easily be manipulated to identify the relative ranking of factors.

The selection of the factors was drawn from a policy analysis as discussed in the methodology. It might have been interesting to have validated this by comparing it to the data from a focus group of athletes asked to generate a list of those factors which influence their performance.

It may be the case that an athletes' attitude toward the system in which they train is influenced by the length of time they have trained there. Thus in a Japanese university, a first year student, might have a different view to a third year student or a post-graduate. The question of length of time training was not asked and so it is difficult to see if it is a factor. With the value of hindsight, the inclusion of that question may have allowed an interesting analysis.

Back translation could have been used to try to minimise any linguistic equivalence problems between the English and Japanese data.

Summary of the Methodology

The methodology employed can be summarised as a descriptive case study, drawing from four main groups of data sources in order to describe the Team Bath Judo Programme. The variety of sources allowed the data to be triangulated. Analysis of contemporary sports development models allowed a pattern to be created against which the data was matched. Historical research allowed the case to be set into a historical, sporting and sociological context. The perception of the performance players towards the services available to them formed an embedded unit of analysis. This was analysed using a questionnaire which was developed over the course of three pilot studies.

There is a chain of evidence from the data collection to the results through the pattern matching process. This also allows for the drawing out of common themes which run across the framework.

The case was explained in detail four times to knowledgeable professionals. This process allowed for the development of a new sports development model to describe the case. This is presented in the discussion.

Throughout this doctoral thesis the researcher has had the benefit of a total of ten different supervisors. These can all be considered to be expert in their individual fields by virtue of their acceptance as PhD supervisors. They have been drawn from a variety of fields of expertise and have based their perception of truth and views on research design in differing paradigms. This process has meant that the author is not constrained by only one view of reality he is comfortable in the knowledge that his interpretation of the data is based on his own views about the case in question. The research process has been sustained and rigorous and the ten supervisors have provided the author with a rounded view as to the nature of research.

CHAPTER IV RESULTS

As described in the methodology, the component parts of the judo programme were identified as; the aims of the programme, the people, places and environment (covering the areas of staffing, facilities, internal and external relations, and statements made by others), the player performance continuum (covering the areas of the schools programme, the junior players, student recreation, senior players, and the coaching programme), the research activities, and finally the achievements.

Staffing includes coaching staff and support staff. Senior players, includes the High Performance programme and the Academies. Junior players, includes Junior Club, Beginners, and Schools Development Programme. Internal relations, deals with relations within the University. External relations, deals with relations in the UK, in Europe and worldwide. These component parts form the structure for this chapter. To aid the reader in their understanding of the case the chapter starts with a description of the aims and objectives of the Team Bath Judo Programme.

Aims and Objectives

The Team Bath Judo Programme mission did not evolve until 2005, prior to that date, the value of a mission was not understood by the programme managers. This became a necessity as the programme expanded into a sports development structure. In its inception the programme encompasses the High Performance section only, and it was felt sufficient that this section had aims.

The Programme overall mission statement is;

“A sustainable programme that builds people of character through judo; delivering Olympic success, international co-operation and world class research”.

Since 2005 the author has presented this mission to all new recruits into the programme. The aim of this is to ensure that all participants in the programme understand the overall aim of the programme.

It can be seen that the overall mission is the development of people of character, whereby judo is a tool to achieve this. This can be related to Kano's principle of judo presented in 1922, that of *jita kyoei*. The mission implies that the development of character is paramount and the development of talent, epitomised by delivering Olympic success is secondary. The author's personal experience is that this resonates with the parents of teenage judo players that are considering joining the high performance section.

“I was anxious about what to do with the rest of my life. I'd left school without going to college or university. I wondered what I was going to do next.” (Kate Howey MBE, 1997 World Judo Champion)

The mission has three by-lines; delivering Olympic success, international co-operation, and world-class research. The programme is able to point to the last British Olympic judo medal being won by Kate Howey from within the Team Bath Judo Programme, prior to that one must look back to Barcelona in 1992 where Kate Howey also won an Olympic medal as an eighteen year old. The international co-operation is relevant to the status as the European Judo Union (EJU) International Training Centre, and can best be seen through the wide range of nations represented in the EJU level 4 Performance Coach Award. Research is a core activity of the University of Bath, and by focussing on contributing to this agenda the judo programme seeks to contribute to wider University objectives. The involvement in the International Association of Judo Researchers is evidence of progress with this aspect of the mission.

The High Performance component of the overall programme has three stated aims;

- To prepare players for international competition
- To win medals at the World Championships and Olympic Games
- To support the development of judo locally, nationally and internationally

These aims were developed at the outset in July 1999 through discussion between the author and Roy Inman who had been recently appointed as the High Performance Judo Coach.

The Programme mission is aligned with the mission for the Department of Sports Development and Recreation.

“To be the number one University Sport programme through a Multi-Sport Club integrated into the community, offering facilities, services and education of local, regional, national and international significance.”

This mission is underpinned by 13 strategic objectives for the Department. The function and activities of the judo programme seek to contribute to a number of these objectives which are included below.

Talent Pipeline - Establish a self sustained talent pipeline across the focus sports.

Events - Grow the events calendar and expand spectator opportunities.

Athlete Centred - Establish an athlete / student centred approach in which customer care is prioritised.

Mission - Improve communication so that all staff share and understand the mission and how to implement it.

Brand - Grow the Team Bath brand.

Athlete Squad - Recruit, retain and develop a world class squad of Team Bath athletes.

Team of Staff - Recruit, retain and develop a world class team of staff.

Health & Fitness - Establish unique expertise and industry leadership in wellness, lifestyle management, and health and fitness education.

Support Services - Expand delivery of innovative world class athlete support services.

Professional Expertise - Develop applied research and knowledge transfer that reflects the Department's industry focus, professional expertise and entrepreneurial spirit.

Organisational Professionalism - Grow the organisational professionalism, productivity and profitability.

Respect - Develop a Department that is genuinely internationally, nationally and locally recognised and respected.

Teaching and Coaching Excellence - Develop excellence in coaching and coach education; develop teaching excellence and the continued diversification of academic programmes.

This mission and objectives was developed in 2005 by the Senior Management Team of the Department, they were reviewed in 2006 and felt to be still valid. These objectives are presented to all staff during their induction into the Department and are reinforced during annual staff development days.

Staffing

The programme is only as good as the people within it, and data related to the individuals that contribute to the programme is presented below. The identities of these individuals is in the public domain, and in line with the stance outlined in the previous chapter, no attempt is made to provide anonymity.

As stated earlier, the Team Bath Judo Programme has evolved over time. The first appointment was Roy Inman as the High Performance Judo Coach in July 1999. The author contends that the appointment of staff with a high level of experience of international judo has been one of the factors in the success of the programme.

“I wouldn’t be in Bath if it wasn’t for Roy Inman. I moved to Bath so I could continue to train with Roy and then the National Lottery money came in. It meant that I didn’t have to work any more and I could train full time. It made a huge difference.” (Kate Howey)

Coaching staff

The following coaches are engaged at various levels in the programme in April 2007.

Mike Callan is the University Sport Development Manager, where he has worked since 1998. He is the Director of the Judo Programme, and has engineered the creation of the programme from its basis as a low ranking University Student Club. He is a 6th Dan and competed in the World University Judo Championships. He was the British Champion in 1975. He is a Director of the High Wycombe Judo Centre Ltd, and is the Education Director of the British Judo Association. Further background to the author’s role at the University is provided in the first chapter.

Roy Inman holds the grade of 8th Dan, and was the High Performance Judo Coach at the University between 1999 and 2006, before moving to the role of Judo Technical Director. He was the British Judo Association National Coach for over 15 years, has coached at 3 Olympic Games, and his players have won 6 Olympic medals and 13

World Championships. He is a Director of the British Judo Association, was awarded the U.K. coach of the year in 1991, the O.B.E. from H.M. the Queen in 1992 and a Full Blue from the University of Bath in 2001.

Juergen Klinger is the High Performance Judo Coach and he provides leadership and experience to the coaching team. Formerly the Assistant National Coach of Germany he has worked with many world and Olympic medalists. He is a 6th Dan. His role is to build a system to challenge on a global level.

Darren Warner is the National Coach for the Great Britain Development Squad. He is a 4th Dan, and a former international competitor. His main focus is to work alongside Kate Howey to prepare the GB judo team for the London 2012 Olympic Games. He is a student on the University of Bath Foundation Degree in Sport (Sport Performance) delivered in partnership with the European Judo Union.

Kate Howey's main role is to prepare the GB judo team for the London 2012 Olympic Games alongside Darren Warner. She is the National Coach for the Great Britain Development Squad. She also works with the England Rugby Academy. She is a 6th Dan and enjoyed an outstanding career as a player, winning world championships gold medals at both junior and senior level, she is a four time Olympian winning bronze in Barcelona 92, and silver in Sydney 2000 whilst a University of Bath student. She was awarded the MBE by the Queen in 2000 and a Full Blue from the University of Bath. She is a student on the University of Bath Foundation Degree in Sport (Sport Performance) delivered in partnership with the European Judo Union.

Norito Katabuchi is a 3rd Dan. He is a graduate of Tokai University in Japan where he studied a degree in Judo. His main role is the Assistant Coach for Team Bath Judo. NK is also a support coach for the National Elite Performance Squad. He is the Technical Coach for the players on the Futures Programme, a partnership with Team Bath, British Judo World Class Start, and Wiltshire College. He is also the West of England Men's Coach. At the 2005 World Judo Championships Norito was the Head Coach for the Ghana Team.

Hidemi Soda is a 3rd Dan. Her main role is as an Assistant Coach. She is part of the exchange arrangement with Tokai University. A former All Japan Champion, and World University medalist, She is a graduate of Tokai University, she coached the Maltese Team at the 2006 Commonwealth Championships, and is a support coach for the GB Development Squad. Hidemi was succeeded in her role on the Tokai Exchange Programme by Yuko Nakano who joined the programme in the role of Assistant Coach in April 2007. She has been preceded in that role by Norito Katabuchi, Masashi Arai, Masaki Hayashi and Haruka Terasawa.

Matt Divall is a 3rd Dan. A former GB Junior International, he now runs his own company teaching judo to schools. He is the GB World Class Start National Coach. He is a student on the University of Bath Foundation Degree in Sport (Sport Performance) delivered in partnership with the European Judo Union. His main role at Team Bath is the Head Coach of the Team Bath Tribe Junior Programme.

Katrina McDonald also works with the junior players in the Team Bath Tribe Judo Programme alongside MD. She manages those sessions, preparing the year plans and arranging coaching cover. Katrina is the Head Coach for the Junior Beginners section. A successful player in her own right she is a Great Britain Senior International and British Universities Gold medalist. She is a graduate of the University of Bath with a BA in Coach Education and Sports Development and a student on the MA in Sports Coaching. Katrina is a 1st Dan and also coaches the British Judo Association Southern Area Girls Squad; she was awarded a Full Blue from the University in 2007.

Laura Clempner is a 2nd Dan. She manages the delivery of judo coaching to the 15 schools in the Team Bath Tribe Judo Programme each week. An international player he competed in the World Junior Championships, and was awarded a Full Blue from the University of Bath in 2006

Carlos Carbonell is a 3rd Dan originating from the Miriam Blasco Judo Club in Alicante, Spain. He is a former British University Team Championship Gold Medallist. He retains his role as a Team Bath support coach; however he is currently the National Coach of Malta, where he is based and where Team Bath has a strategic relationship. He

is a student on the University of Bath Foundation Degree in Sport (Sport Performance) delivered in partnership with the European Judo Union.

John Davies is a 3rd Dan. His main role is as the Head Coach of the Team Bath Judo Academy at Grenville College in Devon, where he is based. A former coach in the British Army, John is also the Secretary to the West of England Judo Committee. He is a student on the University of Bath Foundation Degree in Sport (Sport Performance) delivered in partnership with the European Judo Union.

Kate Eddy is the Head Strength and Conditioning Coach for the University. She leads all the conditioning sessions for the judo players. A graduate of the BSc (Hons) in Sports and Exercise Science, Kate studied judo as part of her academic course. She has continued to take judo lessons from other coaches and is working towards her 1st Dan.

Support Staff

The following staff support the programme from within the Department of Sports Development and Recreation, but not within a coaching role. Support staff from other University Departments are identified under Internal Relations.

Michelle Holt is the co-ordinator of the FD Sport (Sport Performance) delivered in partnership with the European Judo Union. Her role involves ensuring the successful education of judo coaches across Europe. An international player in her own right, A 5th Dan, Michelle is a medallist in the World Universiade, and the Commonwealth Champion.

Catherine Payne is the Administrator for International Judo Research. Her role is to support the work of the International Association of Judo Researchers, who have their administrative office at the University. Catherine is a 1st Dan and is a former member of the British Judo Association Junior National Squad.

Catherine Evans is the Facilities Development Officer and she leads a team of staff who manage the bookings for the dojo among many other facilities.

Debbie Palmer is the Lead Physiologist for the judo players. DP is BASES accredited and is currently working towards a Sport and Exercise Science PhD at the University of Bath's School for Health, where she is carrying out research into injuries within rugby. A former full-time applied sports scientist at the Sports Department's Human Performance Centre, she is now working there part-time while studying for her PhD. She took up ice hockey aged 13 and made her GB ice hockey debut in 1990. But she soon found she was even better at short speed skating and so concentrated on that sport, representing Great Britain at the Albertville Olympic Winter Games as well as at Lillehammer in 1994 and Salt Lake City in 2002. She retired from speed skating with 10 national titles, a European 3k title, as well as three World Championship medals and 10 European Championship medals under her belt. Debbie has considerable experience of providing physiological support to judo.

Simone Lewis manages the Sport Science and Sports Medicine support services within the Department. She is a BASES Accredited Sport Psychologist providing sport psychology consultancy to elite athletes and teams. She played International Volleyball for England. Previously Simone taught and researched in higher education. Graduated from Loughborough with a Sport Science and Management degree and studied at Manchester Metropolitan University for a Masters in Sports Psychology. She was a senior lecturer in Sport Science at Coventry University and left there to play professional Volleyball in Belgium. On return she joined the teaching team in the Department of Sport and Recreation at University of Bath and after 1 year made the switch to her current position.

Barry Edwards is the Lead Physiotherapist for the judo players. He qualified as Chartered Physiotherapist in 1998 and recently completed masters' degree in Science of Sports Injury. He has worked as one of the Physiotherapy team for the GB Judo squad since 2001 and has treated and rehabilitated athletes from a number of sports since starting here and has a special interest in core stability and Swiss ball work. His own fitness background is that of boxing and karate and he gained his black belt in 1984.

Jonathan Robinson also delivers physiology support to the judo players. A B.A.S.E.S. Accredited applied sport scientist (physiology), he took on a full time role as applied

sport scientist in 2001 and undertook laboratory director responsibilities in 2005. Previously worked as a lecturer in sports science / studies at a further education college in Staffordshire. He is a former national standard swimmer and a member of Chippenham Hockey Club. He is Exercise physiologist to the British Bobsleigh-Skeleton team and has played a leading role in the development of exercise physiology within the sport of bob-skeleton and other ice-track based sports. Jon delivers the practical and theoretical exercise physiology modules on the MSc: Sports Medicine for Doctors distance learning program.

Caroline Searle is the Public Relations Manager supporting the judo players. A University of Bath BA (Hons) graduate and former sports journalist before becoming British Olympic Association press officer and then Public Affairs Director from 1987 - 1992. This followed three years as press and public relations officer at the Badminton Association of England. Caroline is Managing Director of Matchtight Ltd, and has extensive contacts with the sports, news, sports marketing and leisure consumer media both through Olympic business and new clients developed since going into independent business in 1992.

Nicky Fossey-Lewis manages a team of staff delivery a range of Wellness and Lifestyle services to the Team Bath judo players. These include the Talented Athlete Scholarship Scheme management and its associated Performance Athlete Lifestyle Service, the part time Foundation Degree in Sport (Sports Performance), and the Advanced Apprenticeship in Sporting Excellence. She has an undergraduate and postgraduate degree in Sports Science from UWIC, as well as a PGCE in further and higher education. Nicky is a UKSport accredited Performance Lifestyle adviser and is the Performance Lifestyle adviser to the England Rugby Junior National Academy.

Matt Birch, is the Deputy Director of the Department of Sports Development. Matt oversees all the sports coaching programmes and provides valuable support and advice to the judo programme.

Ron Stewart is the Sports Facilities Manager at the Sports Training Village and has worked at the University since August 1994. He leads the team of staff that ensure the facilities are fit for purpose. Before starting at the University, Ron was a Chief Physical

Training Officer in the Royal Navy and served for 24 years seeing action in Northern Ireland, Persian Gulf and the Falklands. He was an accomplished athlete and coach in a number of sports, his main sports being Athletics, Cross Country and Tug Of War where he has represented the Navy and Combined Services, he has also won National Gold and Silver medals for coaching Tug of War.

Andy Hibbert is responsible for the provision of academic programmes within the Department in his role as Senior Teaching Fellow. In particular he is the Director of Studies for the Foundation Degree in Sport (Sports Performance), which enrolls a significant number of judo players. He has honed his own teaching skills throughout his career, which began in Leicester and took him to both Egypt and Saudi Arabia, before returning to England to take up post as Head of Boys PE at North Westminster Community School. Andy has also been a consultant to British Olympic Association Education Department and has worked in various guises at 5 Olympic Games. In 2002 he was the media liaison officer for squash at the Manchester Commonwealth Games, and in 2005 he joined the management team for the British football squad at the World University Games in Izmir.

Ged Roddy is the Director of Sport at the University and provides leadership, guidance and support to the judo programme. GR attended the University of Birmingham, where he gained a degree and Post Graduate Certificate of Education, followed by a master's degree in physical education at the University of Manchester. He led to a joint bid with the city council to host the European Youth Olympics in 1995. Acting as Director of Sports to the Games, he oversaw the event, which brought together almost 10,000 athletes from 48 nations. Football is one of Ged's great passions. He manages Team Bath FC. and also is the English Universities Men's Football Team Manager and led the student team to win the British University football title in April 2006. He also worked as fitness advisor to Bath rugby club and the England RFU. He is the Chair of the South West Regional Sports Board for Sport England, and in February 2007 was appointed new Deputy Chairman of Sport England. Ged was also awarded an MBE in 2000 for his contribution to Higher Education.

The description of the support staff involved in the programme shows a wealth of expertise working behind the scenes to create a sporting environment to rival many of

the sports schools or high level training centres around the world mentioned in the literature Review.

“It’s incredible here in Bath, you have all the expertise and facilities needed to create high performance.” (Juergen Klinger, Team Bath Head Coach since 2006)

Facilities

The development of facilities has involved five distinct phases. These are outlined below.

The first phase was the provision of mats laid down in the Founders Hall, at that time known as the Sports Hall. These were of mixed quality, of unknown age, with no anti-slip applied to the base. Consequently, when laid on a highly polished sports hall floor they slid about, creating dangerous gaps. Additionally a sports hall floor is not designed for the repeated throwing necessary for performance judo. The third problem was that they had to be put out and away before and after each session. There was an urgent requirement to achieve a dedicated space for judo.

The second phase was to block book the fourth squash court in the Sports Hall. This is limited in size, but it meant that the mats could be left down at all times. A squash court is just over 9 metres x 6 metres, which meant that other mats had to be cut to size and wedged in against the walls to stop the slippage. This new arrangement solved two of the previous problems. The mats did not slip, and the space could be used as a dedicated space for judo. It did not solve the problem of the flooring, as this was still not suitable under the mats, and it created an issue of limited space. On one evening there were over 50 players crammed into the area. There was only enough space to conduct four randoris safely and so whilst eight people trained, the remaining 42 players had to spectate. Hardly ideal for the achievement of high performance.

“It’s not only about the facilities, it’s about the people. I was able to win Olympic and world medals from a squash court.” (Kate Howey)

The third phase was to develop an innovative solution. That of a folding mat area. One which could be laid out in the sports hall, thus increasing the space available, but which could be put out and away easily, and which addressed the need for a sprung floor. One such product was identified in Japan, but further investigation revealed it to be prohibitively expensive. After several unfruitful conversations with various engineers, the author and his wife decided to design it themselves. The funding for this was

secured via a grant application to Sports England for a variety of items, including this one. The partnership funding for the grant application came from the University judo and ju-jitsu clubs capital projects allocation by the Sports Association, part of the University Student Union. The Mat area was 17 metres x 11 metres, so gave much better space, and the mat was mounted onto a sprung wood frame which provided an excellent surface for landing. The mat required a minimum of four people to lay it and put it away, and the record time to do that was achieved in nine minutes. The limitation was that the mat was not available all the time, and was subject to a veto on its use during exam times. The programme operated for some time using this and the squash court as a backup.

The fourth phase was the development of the dojo at the sports training village. Due to a lack of support from the British Judo Association, the dojo costs were borne from within the University contribution to the overall extension project of the Sports Training Village. The original architects brief showed a six mat area dojo, this was reduced to four, then two, and finally down to one mat as the pressures of finance and politics took their toll. The dojo provides 17 metres x 17 metres of mat area, on a specialist dojo floor. This addressed the issues of gapping mats, time to lay mats, size of area, and the safety of falling.

The home of Team Bath Judo is the Dojo at the University Sports Training Village. The dojo has an area of 306 sq. metres, with Kasai IJF approved mats supplied by AV Sports on a specialist Decasport dojo floor supplied by Tracks2000. The dojo has 10 Continental crashmats to develop throwing skills and climbing ropes to develop grip endurance. There is a unique ventilation system to keep dry both the tatami and the judo suits. The dojo was first used in November 2003, and officially opened by the Olympic and World Champion Mr. Yasuhiro Yamashita, Education Director of the International Judo Federation in January 2004.

At the opening ceremony, known as a Kagami Biraki. Yasuhiro Yamashita penned the words “jita kyoei” in Japanese calligraphy. This hangs in the new dojo. In his opening speech he referred to the Team Bath Judo Programme;

“The University of Bath Judo Club is one of the strongest judo clubs in the world. The coaches are working hard to develop the players into future citizens of the world.” (Yasuhiro Yamashita)

Within three years the programme has outgrown the size of the dojo and a fifth phase of facility development is required. The fifth phase is an extension to the dojo. A plan to double the size of the mat area is in the process of being actioned. In March 2007, 93 people turned up for a randori one evening. At its best the mat can accommodate around 15 adult pairs safely in randori. This meant that over 60 people had to spectate at any one time. Reminiscent of the squash court, the time had come to start a fifth phase of facility development.

Internal Relations

The Judo Programme has followed a strategy of engaging positively with a range of other Departments within the University. Most notably successful partnerships have been with the Library and Learning Centre and the English Language Centre.

The Library and Learning Centre

The Library and Learning Centre houses the Bowen History of Judo Archive. The Bowen Archive was generously donated to the University of Bath in 2003.

The Library and Learning Centre staff were extremely enthusiastic about the acquisition of the Bowen Collection and made a significant contribution to its acquisition. This included meeting Mr Bowen and drawing up appropriate exchange of letters to confirm the arrangement. It is hoped to extend still further the amount of judo research material available through future generous donations of significant material. A fuller description of the Bowen Collection is given later.

The English Language Centre

The English Language Centre supports the Programme with the language tuition for the two Japanese coaches. The Japanese coaches are based at the University of Bath as a result of an international exchange programme developed with Tokai University Judo Club.

The exchange came about following a discussion between the author and Howard Thomas, the Head of the English Language Centre.

This exchange programme is only possible due to the support of the ELC. The exchange programme is unique in British Judo. Graduates from the Tokai University School of Physical Education are identified by their Head Coach as being suitable to visit Bath for one year to fulfil the role as Assistant Judo Coach whilst following a daily English language programme.

The initiative has been operating for seven years and welcomed six participants, who have had a technical influence on the judo of University of Bath students over that period. They have also been invited to coach at a national level by the British Judo Association, the British Judo Council and Police Sport UK. Also participants in the programme have attended international events as the National Team Coaches of Great Britain, Malta and Ghana.

These two examples serve to illustrate the importance of internal relations to the success of the Team Bath Judo Programme. As Kirstie Moore, former Head of Sports Science support at the University of Bath states;

“Successful partnerships are central to the development of any performance sport environment. Successful sports development is reliant on such partnerships, nowhere is that more apparent than here in Bath.” (Kirstie Moore)

External Relations

The external relations can be grouped into three categories, those within the UK, those within Europe, and those worldwide. The third aim of the High Performance section of the programme is to support the development of judo locally, nationally and internationally. So a consideration of the external relationships nurtured by the programme is relevant.

United Kingdom

Within the UK, the programme has worked hard to develop a strong relationship with the British Judo Association. There is considerable documentary evidence related to this relationship.

There have been historical difficulties with this relationship which are confidential, and in line with the ethical position taken are therefore beyond the scope of this thesis. However by January 2007 the relationship is very strong. The University of Bath has a contract to provide 600 hours per year of dojo time to the National Teams. University staff hold the following positions with the British Judo Association.

- Roy Inman OBE is a Director of the BJA. He is Chair of the Promotions Commission and also Chair of the Education and Development Commission.
- Mike Callan is the Education Director of the BJA, serving as a member of the Education and Development Commission. He was seconded to the BJA for four months in 2006/07 as the United Kingdom Coaching Certificate Lead Officer. He is also Chair of the National Source Group for Judo, the umbrella body which makes decisions relating to coach education for all four home countries judo associations.
- Norito Katabuchi is a support coach for the Great Britain World Class Start Squad
- Hidemi Soda is a support coach for the Great Britain World Class Development Squad
- Matt Divall is the National Coach for World Class Start

The following four British Judo Association staff are based at the University. Kate Howey MBE and Darren Warner are BJA Great Britain World Class Development Coaches. Katrina McDonald is the BJA UKCC Project Administrator. For two years Joyce Malley was the BJA Regional Schools Development Officer.

The author considers a strong relationship with the BJA to be central to the future success of the programme. One example of an attempt to achieve this is the recruitment of the BJA Chairman, Densign White to the EJU level 4 Performance Coach Programme. This enrolled the BJA Chairman as a student of the University of Bath, and created a situation whereby he attended the University for 4 weeks per year.

On his appointment as BJA Chairman, he wrote a letter to the Chairman of Sport England expressing full support for the Team Bath Judo Programme. This step was essential in achieving the facility developments outlined above. Speaking at the launch of the European Judo Union International Training Centre in 2007 he commented:

"You've got every kind of expert that you need at the University of Bath and it's a lovely environment to be around. There are a lot of athletes around Europe who do not have access to the kind of facilities or support services that there are in Bath," (Densign White, BJA Chairman)

There is also an excellent relationship with the British Judo Council. The University provide coaches each year for the BJC National Summer-school. The President of the BJC, Mr Robin Otani, was invited to the Kagami Biraki as a guest of honour. This ongoing relationship is evidenced through correspondence and has led to the recruitment of a number of BJC based players into the High Performance training group.

Further significant relationships have been developed with a number of individual coaches representing a range of judo clubs. These coaches can be said to understand the philosophy of the Team Bath Judo Programme and have encouraged players to join the programme. The management of the relationship with these key individuals can be seen to have been pivotal in the success of the programme.

Those key individuals can be thought of as “connectors” linking the programme to future talented players. They include, Don Werner of Pinewood Judo Club, Dave Clark of Renzoku Judo Club, Andrew Haffner of Samurai Judo Club, Peter Blewett of the Budokwai, Richard Hopkins of Devises Budo Club, and many others. The author was approached by one club that wished to be designated as a “feeder club”. This is evidence of the recognition of their role as connectors within the domestic judo community. One of these coaches, Don Werner, speaking to the press about Georgina Singleton, a participant in the 2007 Senior World Championships said;

“Georgina is doing really well. She’s always been a brilliant Judoka. She’s getting a second chance now and she wouldn’t have done it without the backing she gets at the University. The big advantage of being here is the scientific support she receives. It’s something we’ve always lacked, so what she gets at the University is a big breakthrough. It can make the 1000ths that give you the edge.” (Don Werner, Head Coach, Pinewood Judo Club)

Fighting Films is a local company based in Bristol, providing high quality judo videos and DVDs. They have produced material commissioned by the International Judo Federation and their work enjoys a worldwide reputation. The company have been very supportive of the Team Bath Judo Programme through supply of merchandise, to sponsoring players, to lecturing and coaching on aspects of the programme. This is an example of an external relationship that impacts on a range of different levels of the programme.

“World of Judo” is a high quality magazine with a worldwide readership. The editor, Dr Bob Willingham is the Official Photographer of the International Judo Federation who lives locally, also in Bristol. He has been supportive through the supply of photographs to providing coverage of the activities of Team Bath in the magazine. There is a significant value to the publicity afforded by this which is difficult to quantify. An example of this publicity drawn from the evidence is a double page colour spread in the spring 2004 edition of the magazine regarding the Kagami Biraki opening ceremony attended by Yasuhiro Yamashita as:

“An altogether inspiring occasion!” (Bob Willingham)

Europe

European wide the contacts have been significantly enhanced by the development of the relationship with the European Judo Union. Sports Director Daniel Lascau of Germany and Densign White of Great Britain, together with Envic Galea of Malta have played a significant part in establishing a Europe wide reputation. Speaking in the BJA Annual Report 2004-05 Densign White said;

“Mike gave a presentation last autumn to the EJU medical and education seminar in Malta about what Bath could offer and he spoke about making this happen at warp speed and he was as good as his word.” (Densign White, EJU Sports Director)

The 2006 European Judo Union Congress was held in Novi Sad, Croatia. The University of Bath was mentioned in the reports of four member of the Directing Committee, evidenced by the formal report of the Congress.

In 2007 the European Judo Union announced that the University of Bath was to be the first ever Training centre to receive the accreditation of Official EJU International Training Centre. As a result of this designation, the EJU will promote the University as a training venue to the 49 national federations that constitute its membership.

“International training camps are essential for a high level player to get the right level of practice. If we can create that environment here in Bath year round, then we have a real chance to succeed.” (Juergen Klinger)

The Malta Judo Federation enjoys a special relationship with the University of Bath. One of their athletes competed in the judo event at the 2004 Athens Olympic Games, and was subsequently awarded an Olympic Solidarity scholarship to prepare for the Beijing Games. Despite pressure to base her in Paris, the Malta Judo Federation chose to send her to Bath to prepare for 2008. The Technical Director of the Malta Judo Federation is a student of the University as is the current National Coach, who paid tribute to the University of Bath in the press comment regarding the 2007 Games of the

Small States of Europe where Malta gained their best ever achievements with 2 gold medals.

Braunschweig Judo Club in Germany competes in the men's German Judo Bundesliga. There are six Team Bath players named on their roster for the 2007 season, and they bring in the players to represent them for the matches. The Braunschweig Club also visited the University in 2008 to further extend the relationship.

“Competition is important for the players. Any chance to gain competition experience, for example with Braunschweig in the Bundesliga, they should grab.”
(Juergen Klinger)

“Every player needs a technical programme, a randori programme, and a competition programme. We need to do more to create competition opportunities.” (Roy Inman)

Worldwide

Worldwide, the most significant relationship has been with Tokai University. Tokai have a very strong judo club which has developed 12 World or Olympic Champions. As outlined above, Tokai have sent a total of five graduates to Bath to support the Programme in the role of Assistant Coach. The Head Coach at Tokai, Professor Yasuhiro Yamashita and the Dean of the Faculty of Physical Education, Professor Nobiyuki Sato have been central to this relationship. Professor Yamashita is a former World and Olympic Champion who is the Education Director of the International Judo Federation.

Tokai graduate Kosei Inoue, Olympic Champion and three time world champion retired from competition in 2008 and announced his intention in the Japanese press to spend 2 years in the UK. In 2006 and 2007 the author had meetings with senior staff at Tokai to discuss Inoue's future stay in Bath.

In 2006 the worldwide relationships developed further with the establishment of the International Association of Judo Researchers. Further information regarding this initiative is outlined below.

Statements made by others external to the Programme

Research into comments made by others not directly involved in the programme, whether internal or external to the University offers a further perspective from which to evaluate the case study.

Cambridge University students Owen McGinn, James Adams and Kristy Lambert writing about the 2005 BUSA Championships state;

“In the quarter finals Cambridge were given the unenviable task of facing Team Bath, the semi professional outfit of international judoka whose lack of respect for all opponents marred their technical excellence.”

“Upon announcement of the draw the Team Bath contingent disgracefully and unwisely commenced celebrations, an act that served only to strengthen the Cambridge resolve. Though the match finished with a 5-0 victory to Bath each Cambridge man stood up to be counted with no quarter to be given or asked.”

“With the inevitable Gold medal going the way of Bath,

Chief Executives Statement, British Judo Association Annual Report 2005-2006.

“Bath University Level IV Coach Foundation Course – This course has been a tremendous success and really put us on the world map in terms of coach education. Mike Callan and his team at Bath are to be commended for getting this up and running so successfully in such a short time period.”

Performance Directors Statement, British Judo Association Annual Report 2005-2006.

“Centres of Excellence – In September 2005 Centres of Excellence were established at the University of Bath, the English Institute of Sport in Sheffield and at Wolverhampton University in Walsall. Full-time coaches were employed with the remit of developing high performance judo programmes at each of the Centres. The programmes at the Centres have not been fully developed and, in the light of the other changes that are taking place, we will shortly be reviewing

this particular programme to see how it might be improved and, if possible, further developed.”

Neil Adams, (Somerset Sport Online, 2005). Neil Adams, one of the best judo players Great Britain has ever produced, passed on the benefit of his experience to some of the elite young judo players at the University of Bath. Neil is one of only four Britons to have won two judo Olympic medals - a distinction he holds with Kate Howey, an assistant coach on the University of Bath programme. Neil said he was impressed by the set-up at the University of Bath, which has a high calibre of judo coaches and where bright young judo stars can dovetail their academic and sporting commitments. He said;

"It's a fantastic set-up. There are some good judo players here who look very promising for the future. It's a huge advantage for athletes to be able to train full-time with experienced coaches that they really get to know."

Densign White, Chairman's Overview, BJA Annual Report 2004-05.

“We are also at the forefront when it comes to innovative coach education programmes. The EJU Congress gave the go ahead for a Foundation Degree in Judo and Sports Performance at Bath University from April 2005. This is a fantastic honour for the University of Bath and the British Judo Association since this is the first course of its type endorsed by the EJU, which will advance the work that is being done by our Coaching Officers to improve coach education opportunities. None of this would have been possible without the determined efforts of Mike Callan, Bath University Performance Manager.”

Schools Development Programme

A Schools Development Programme has operated since September 2003. The aim is to expand the delivery of judo into a range of local schools in order to develop feeders into the junior sessions and also to increase income into the overall programme. There have been a number of staffing changes to this section, with a total of 5 full-time staff over a four year period between September 2003 and July 2007.

The judo delivery occurs in the school environment, at one of four opportunities during the day. These are; before school, lunchtime, after school, or curriculum time. The coaching staff attend the school and take mats in with them in a vehicle.

Data has been collected throughout most of the 2006-07 academic year to try to monitor this aspect of the programme. There have been 157 sessions delivered in schools over that 25 week period. Recording began in 6 November 2006, due to the resignation of a member of staff it was decided to monitor the effect of this staff change.

| | # weeks | Mean # schools / week | Mean # pupils on register / week | Mean attendance / week |
|--------------|---------|-----------------------|----------------------------------|------------------------|
| Term 1 | 6 | 8 | 162 | 123 (76%) |
| Term 2 | 10 | 6.8 | 133 | 117 (88%) |
| Term 3 | 9 | 4.5 | 76 | 58 (76%) |
| Annual Total | 25 | 6.3 | 120 | 97 (81%) |

Figure 5: Attendance at Schools sessions by term

It can be seen that the number of schools receiving tuition has been falling each term, and consequently the number of pupils on the register has fallen. The percentage of pupils attending for their judo class has remained relatively static. Extrapolating back to the beginning of the first term in September 2006 it is estimated that the programme delivered 211 sessions in schools over the academic year.

Junior Players

Beginners

Again since 2003 the Programme has offered children's beginner classes. This operates just after the finish of school and provides a ten week introduction to judo. The course fee includes a judo suit, and the children are encouraged to progress on to the Junior Club at the end of the ten weeks. Three classes per week have been delivered over the 2006-07 academic year. With a total of 90 sessions being delivered.

Junior Club

The Junior Club commenced in 2003 under the Tribe banner. This section has had two previous coaches prior to the two coaches that lead the section currently. The section provides three classes per week. In 2006 the nature of payment for the classes changed. The programme was not realising its expected income targets, and a straw poll of participants during one session found that only 25% of the class had paid. The reason for this was established as the distance and lack of communication between the facility front reception desk and the dojo. One alternative was to position the coaches at the front reception desk prior to each class but this solution was rejected due the health and safety requirement of having coaches in the dojo whilst children are there. The system introduced involves the parents paying a quarterly fee direct to the coach in the dojo, who keeps a register and is aware which children have paid.

The registers have been kept since January 2007 and this has allowed some simple analysis of the extent of this section.

| | # on register | Mean number in attendance each week | % of possible attendances by individuals |
|----------------|---------------|-------------------------------------|--|
| Jan – Mar 2007 | 67 | 42.5 | 62.75 |
| Apr – Jun 2007 | 69 | 42 | 62.16 |
| Jul – Aug 2007 | 72 | 31.5 | 44.72 |

Figure 6: 2007 attendance figures for Junior Club by quarters

This shows that over the three quarters the membership has remained relatively static only increasing by 7% but the number in attendance at each session has decreased, dropping by 26% to the third summer quarter. This may simply be due to the fact that children are more likely to miss judo to go on holiday in the summer quarter. It may be due to other factors such as the quality of the coaching staff and this will need to be monitored.

For the first two quarters an individual would attend an average of 62% of their available sessions, in the summer quarter this has dropped to only 45%.

| | Jan – Mar (Q1) | | Apr – Jun (Q2) | | Jul-Aug (Q3) | |
|-------------------|----------------|-------------------------------------|----------------|-------------------------------------|---------------|-------------------------------------|
| | # on register | Mean number in attendance each week | # on register | Mean number in attendance each week | # on register | Mean number in attendance each week |
| Monday session | 32 | 20 | 26 | 16 | 32 | 13 |
| Wednesday session | 15 | 9 | 19 | 12 | 20 | 8 |
| Thursday session | 20 | 13.5 | 24 | 14 | 20 | 10.5 |

Figure 7: 2007 Attendance at Junior Club by session

One can see that Mondays is the most popular session when judged by number of children on the register but that the attendance on the mat is dropping each quarter. The slight increase in overall membership can be solely attributed to the Wednesday session which is aimed primarily at an age group under eight years.

Student recreation and academic study of judo

Within the programme the University of Bath Judo Club caters for the student members, and provides recreational opportunities for novices and kyu grades. Typically these students are recruited at the Fresher's Sports Fair which is held annually in early October in the first week of the Autumn Term. Between 2003 and 2006 the Judo Club recruited between 45 and 60 novice and kyu grades each year. The players can attend one novice technical session and one intermediate level general session each week during term time.

There is no data available regarding retention of novice and kyu grades. The only data available to measure the success of this aspect of the programme is the results from the British University Kyu Grade Championships in 2008. The University of Bath were the highest placed University, winning 2 gold, 2 silver and 1 bronze medal.

Within the undergraduate BSc in Sport and Exercise Science, as part of the Sports Performance module, students can elect to study judo for one semester. Due to equipment constraints this is normally limited to 20 participants. Students are assessed on their practical performance and on their research log which demonstrates an understanding of the demands of the sport. One of the students from this course has now graduated and leads the strength and conditioning delivery for the Team Bath Judo Programme. Another student has graduated and is employed by the English Institute of Sport to work as the Strength and Conditioning Coach with the Team Bath Judo Programme.

“The programme is based on three strands; strength training, endurance training and technique training, these strands are brought together through randori.”
(Juergen Klinger)

“I think we are the only University to offer a judo course to undergraduate students studying sport, where the results count towards their degree.” (Roy Inman)

Senior Players

Academies

There are 12 players listed as part of the Team Bath Futures Academies. Seven women and five men. They are between the ages of 16 – 18. There are three types of academy programme operating. These are branded as Team Bath Futures Judo.

Team Bath Futures Judo at Wiltshire College. This Academy arrangement is a partnership with Wiltshire College, a state funded Further Education Institution in Chippenham Wiltshire, a short train ride from the University. The players follow an Advanced Apprenticeship in Sporting Excellence. They complete the theoretical side of the apprenticeship at the College on Mondays and Fridays. They complete the practical part of the apprenticeship by training alongside the High Performance players from Monday evening to Thursday evening.

Team Bath Futures Judo at Grenville College. This is a partnership with Grenville College, a privately funded school in Devon, some two hours drive from the University. Grenville College recruit high quality judo players into their sixth form, and the Team Bath programme oversees the quality of the coaching. The players travel to Bath to train once a week with the High Performance group. The players follow a full academic programme appropriate to their needs. They train with the school judo club and undertake additional skill development and other conditioning sessions under the coaches' guidance. This is a recent initiative that is expected to develop in future years.

Team Bath Futures Judo Half-term Camps. These are week long residential camps which encourage aspiring players to come and train with the High Performance group, during their breaks from school. The young people are usually UK based, and many attend all three camps each year. For those people following a sixth form education in their home town, this approach is a useful way for the player to retain a link with the University prior to arrival as a student. Those that attend regularly and are over 16 years are invited to become a registered Team Bath Judo player.

Each of the academies makes a contribution to player recruitment for the High Performance group. No attempt is made to persuade a young player that a particular approach is better for them, they are presented as options available for those who wish to take them up.

| | Women | Men |
|-------------------|----------|----------|
| Wiltshire College | 1 | 3 |
| Grenville College | 1 | 0 |
| Half-term Camps | 5 | 2 |
| Total | 7 | 5 |

Figure 8. Futures Players categorised by gender and academy mode.

High Performance Players

In January 2007 there were 41 players identified as part of the High Performance Programme, with a further 12 listed as part of the Futures Academies, making a total of 53 players. All these players have signed the Team Bath Athlete Agreement which outlines the expectations and entitlements of athletes registered with Team Bath. Of the High Performance players there are 17 women and 24 men. They are over 18 years old.

| | Women | Men |
|---|-------|-----|
| Foundation degree students Full-time | 7 | 10 |
| Foundation degree students Part-time | 5 | 2 |
| Bachelor Hons degree students Full-time | 2 | 4 |
| Bath Alumni now employed | 1 | 2 |
| Employed | 1 | 2 |
| Full-time funded judo players | 1 | 4 |
| Total | 17 | 24 |

Figure 9. High Performance Players categorised by gender and study mode.

It can be seen that a total of 24 players are following the Foundation degree in Sport (Sports Performance), the development of this single academic programme has clearly had an impact on the availability of players at the same times of day in order to form a training group. The timetable for this course has been written in order to allow the athletes that follow it to be available for two training sessions per day for the majority of the week.

The full-time funded players and the players following the part-time foundation degree are effectively available full-time for training, and this gives a solid nucleus of 12 players available for every session, this is supplemented by the 17 full-time Foundation degree students who are available for approximately 80% of the training sessions. To this group of 29 players is added players who re studying Honours degrees where the timetable has not been written with the coaching sessions in mind, and the employed

players who train around their work commitments, together with the full-time academy players. Further research into the attendance at the sessions would be of value.

Of the 17 women, 12 have competed at senior international level, with the remaining five having competed internationally at Cadet or Junior level. Of the 24 men, 15 have competed at senior international level, with five having competed internationally at Cadet or Junior level, and four have yet to compete internationally. Two of the players have competed in an Olympic Games, four in the senior world championships, and 10 players have competed in the World University Championships or Games.

The High Performance players broadly fall into four funding categories. Those that are British Judo Association named players on the Podium or Performance Development National Squads. They receive Athlete Personal Awards from UK Sport. Secondly, those that are funded by the Talented Athlete Scholarship Scheme (TASS), whose training and competition costs are funded by the government, but who do not receive any personal allowance. Thirdly, there are those who are self-funding, often supported by their parents or a private sponsor. Lastly there are those that are in receipt of a Team Bath scholarship in respect of their training fees.

| | Women | Men |
|-----------------------------|-----------|-----------|
| Podium or Development Squad | 4 | 8 |
| TASS | 6 | 4 |
| Self-funded | 3 | 8 |
| Team Bath scholarships | 4 | 4 |
| Total | 17 | 24 |

Figure 10. High Performance Players categorised by gender and funding support.

The development of roles of responsibility

In an attempt to further address the overall aim of developing people of character through judo, in October 2006 a system of player roles was introduced. The player roles identified below have three main purposes. Firstly, to aid in the management of a large programme. Secondly to enhance to delivery of the programme and increase player services. Thirdly to enable players to develop their skills and experience off the mat in a role which may enhance their employment opportunities.

“We need to give the players greater responsibility, to help them manage their lives.” (Juergen Klinger)

The concept of player roles was first introduced to the Director of Judo during a visit to Tokai University. Subsequently, one of the assistant coaches, Katrina McDonald also visited Tokai University and the Director arranged for her to meet with Keiko Mitsumoto to discuss the system of player roles in a University Judo Programme. Following this, together with the two Japanese coaches there were four staff who understood the system and so an initial attempt was made to introduce it. The roles are split into six main teams. Training, Involvement, Player Support, Facilities, Student Club, and Director Support. The first named player in each team form the Club Management Group. Additionally the players are split into six sub-groups for training purposes; Cadets, first year men, first year women, second year men, second year women, and non-students. These roles are described in full in Appendix P.

The training programme for the High Performance Players

Under the guidance of the High Performance Judo Coach, Juergen Klinger, the players training has been structured into macrocycles, mesocycles and microcycles, and training units since June 2006.

For the purposes of this research a macrocycle can be defined as the training period between target events. An example would be the macrocycle between the European Championships in May and the World Championships in September. A mesocycle is a training period within a macrocycle which has a specific purpose, perhaps lasting

around one month. Juergen Klinger uses four mesocycles; Preparing Period one, which uses an increase in strength and endurance sessions, Preparing Period two, which uses an increase in randori sessions. Competition Period which is closer before the main event, and the Regeneration or Recovery Period. A microcycle is one week of training made up of a number of separated training units depending upon the mesocycle. A training unit is an individual session with a specific aim.

Figure 7 shows an example of this process as was applied between June and September 2006. The figures show the number of training units relating to different types of training within different mesocycles.

| Type of session | Training Unit Content | Prep 1 | Prep 2 | Comp |
|----------------------------|---------------------------|-----------|-----------|-----------|
| | | 5 weeks | 4 weeks | 3 weeks |
| Endurance | Basic endurance running | 13 | 1 | |
| | Basic endurance biking | 4 | | |
| | Basic endurance rowing | 6 | | |
| | Intensive interval | 8 | 6 | |
| | Speed endurance | | | 3 |
| Total endurance | | 31 | 7 | 3 |
| Strength | Strength endurance | 11 | | |
| | Pointed pyramid | 11 | | |
| | Maximum strength training | | 8 | |
| | Stabilising training | | 3 | |
| | Max strength / speed | | | 2 |
| | Max double pyramid | | | 1 |
| Total strength | | 22 | 11 | 3 |
| Judo | Technique | 8 | 12 | 5 |
| | Randori | 11 | 20 | 14 |
| Total Judo | | 19 | 32 | 19 |
| Total per mesocycle | | 72 | 50 | 25 |

Figure 11: Types of training unit in each mesocycle.

Allowing for the regeneration phase and the subsequent physiology testing week prior to the next macrocycle, it is estimated that the Team Bath High Performance players undertake around 640 training sessions per annum.

It can be seen that the judo specific element of the training changes with each phase. Constituting 19 of 72 (26%) of the sessions in Preparation period 1, 32 of 50 (64%) of the sessions in Preparation period 2, and 19 of 25 (76%) of the sessions in the Competition period. Thus as the players get closer to the event, so the percentage of their training which is sports specific increases.

“Planning is the responsibility of the coach. There has to be an aim for each preparation period, each week, each trainings unit.” (Juergen Klinger)

“Roy knew exactly how to prepare me for each competition, I just did what I was told, he worked out the plans.” (Kate Howey)

Findings from the questionnaires investigating the services for student-athletes

The following data has been generated from the questionnaires developed to address the question of which services impact on the performance of the student-athlete. More specifically the question was,

“What factors within elite sport & education support (ESES) systems are perceived by performers to have had the most influence upon their sporting success?”

The findings are presented in three parts, firstly the data generated by the first pilot study which was conducted with the Tennis players at the University of Bath. Then the data collected from the second pilot study with the judo players at two universities in Japan. Next the data is presented from the third pilot study with the student-athletes in Hockey, Swimming and Track and Field at the University of Bath. Finally the data is presented from the judo players at the University of Bath. Only the main findings are presented in this chapter, with the full results included within the appendices.

As a reminder to the reader, using a visual analogue scale, subjects were asked to indicate their response to the following question by putting a cross on a 100 mm line.

“Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system”

One end of the line was labelled “Not important at all”; the other end was labelled “Essential”. The line was measured to the mark and a score given related to the number of millimetres from the left of the line. Thus a low score was considered not important, and a high score was considered essential. There were 33 factors listed on the questionnaire following the pilot phases.

Pilot Study 1 Results (Tennis)

From a possible 408 responses, 46 were rated “Not Applicable” leaving 362 responses which ranged from 0 - 100 on the scale. As stated earlier, a Visual Analogue Scale was used, producing interval data as Dependent Variables. For each separate Independent Variable or factor, the mean score was calculated. This is in line with guidance from DeVellis (1991) on the use of Visual Analogue Scales. The factors were ranked based on the mean scores obtained for each factor. The data was plotted onto a distribution chart to check for normal distribution, and was found not to be normally distributed. Therefore it was decided to use non-parametric tests for the Independent Variables. Gillham (2005) describes the use of non-parametric tests, including Spearman’s rho, on ranked or ordinal data. Whilst the “mean” is an appropriate measure of central tendency for the interval data of the Dependent Variables, it is not appropriate for the ranked ordinal data of the Independent Variables and caution has been applied in relation to this.

The most important factors were the availability of training partners, the quality and proximity of facilities, and the high quality of coaching offered. The top factor had a mean score of 85.42mm. The least important factors were the use of a training diary, sports psychology, and nutritional services, and media advice. The lowest factor had a mean score of 38.92mm.

The players were then considered as two separate groups dependent upon their coach. Group A were the full-time tennis players, and Group B were the tennis scholars. The two groups ranked the factors differently, with 14 of the 33 factors ranked more than 5 ranking points different.

For Group A the most important factors were the high quality of the coaching, access to the coach, access to the facility, and availability of training partners. The top factor had a mean score of 92.5. The least important factors were the accommodation with other sports people, use of a training diary, media advice, and nutrition services. The lowest factor had a mean score of 47.5.

For Group B the most important factors were the availability of training partners, the quality and proximity of facilities, and funds to support training expenses. The top factor had a mean score of 82.67mm. The least important factors were the use of a training diary, sports psychology and biomechanics services, and financial management advice. The lowest factor had a mean score of 24.67mm.

| | Group A | Group B | Overall |
|-----------------------------|--|-----------------------------------|--|
| Definition | Full-time Tennis players | Tennis scholars | Tennis players at the University of Bath |
| # respondents | 6 | 6 | 12 |
| Top factor | Quality of coaching | Availability of training partners | Availability of training partners |
| Top factor mean (mm) | 92.5 | 82.67 | 85.42 |
| Low factor | Accommodation with other sports people | Use of a training diary | Use of a training diary |
| Low factor mean (mm) | 47.5 | 24.67 | 38.92 |

Figure 12: Tennis players overall data

Pilot Study 2 Results (Japanese Judo)

There were a total of 56 respondents to the study from the two Japanese universities. These were equally split 28 from each university, this was purely by coincidence. There were 10 females and 46 males with a mean age of almost 20 years. The summary of the overall data is presented below. The full table is shown in Appendix F.

| | Tsukuba | Tokai | Females | Males | Total |
|------------------|--------------|--------------|-------------|-------------|--------------|
| # respondents | 28 | 28 | 10 | 46 | 56 |
| # males | 25 | 21 | | | 46 |
| # females | 3 | 7 | | | 10 |
| Mean age (years) | 20.07 | 19.75 | 20.4 | 19.8 | 19.91 |

Figure 13: Japanese Judoka overall data

Across both universities the high quality of coaching is the top ranked factor (93.55mm). Competitive opportunities is the second ranked factor (90.5mm)

Overall the rank order of the factors is shown in Figure 14. The highest five factors are:

1. The high quality of coaching offered
2. The competitive opportunities available
3. The quality of training facilities
4. Careers advice
5. The access / convenience of coaching support

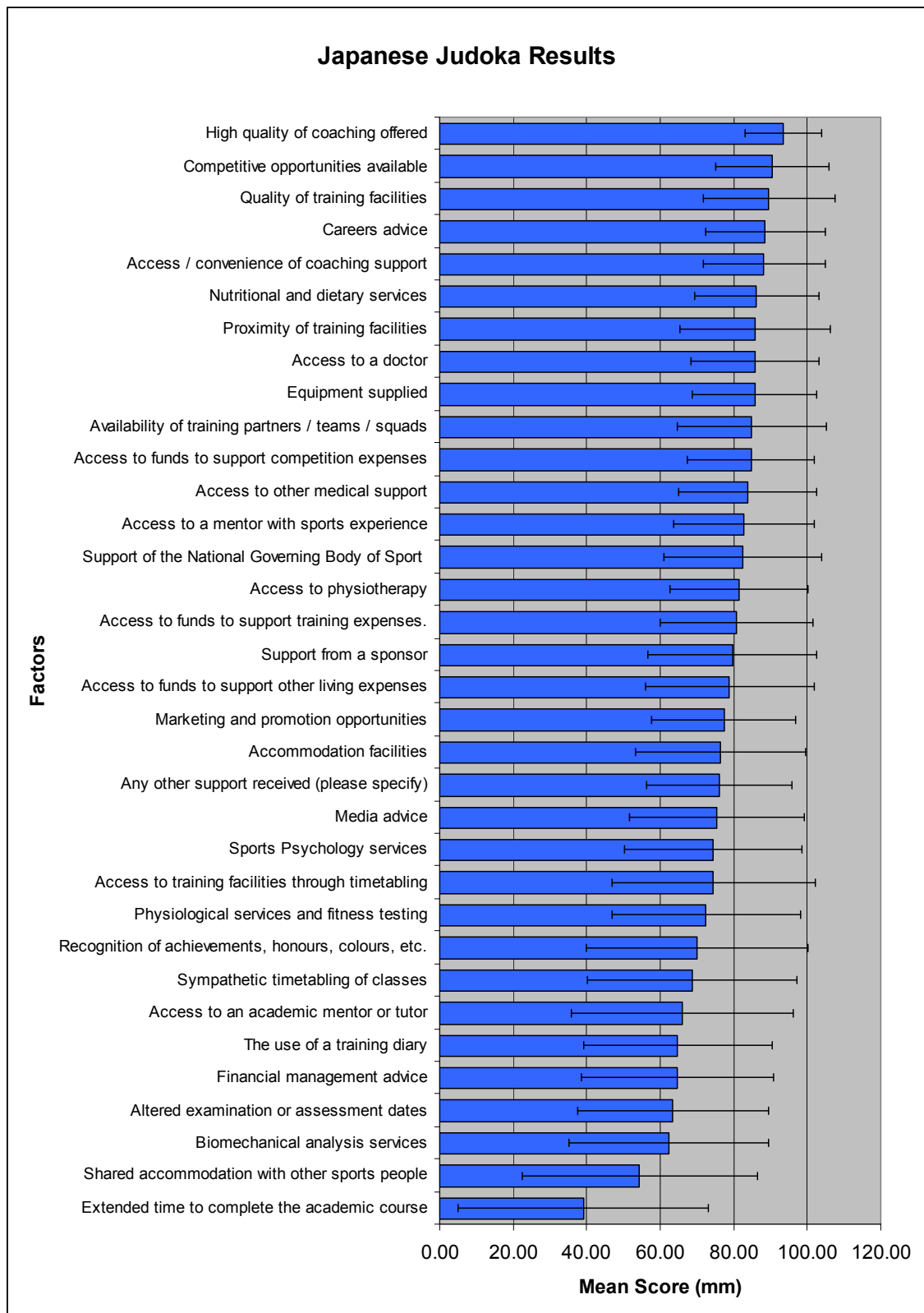


Figure 14: Chart of Japanese Judoka Factor Rankings

Spearman's rank order correlation coefficient (*rho*) was applied to determine the correlation between the data of the two universities. The results of both universities were highly correlated ($r_s = 0.84$) for a two-tailed test this is significant at the level $p < 0.0001$. (Clegg, 1982) The full table of both Universities is shown in Appendix D.

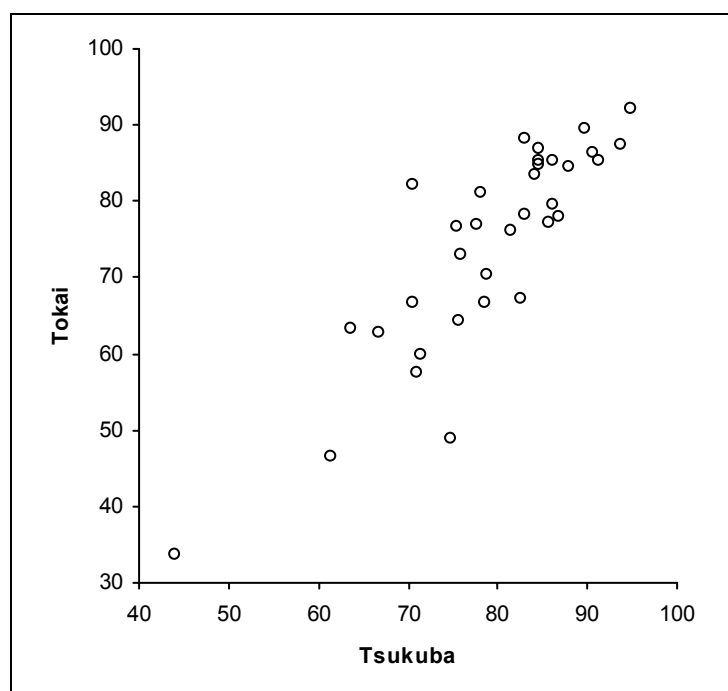


Figure 15: Scattergram showing the relationship between the data from Tsukuba University and Tokai University judoka. (units in mm)

To look for a correlation between the factors, Spearmans Rho correlation coefficient was applied to the data of all the Japanese judoka. For example, if the players thought that competitive opportunities were important, did they also think that training partners were important? For 56 subjects, there were 34 factors, or variables. The significance of the correlations was calculated using the Vasser Stats Statistical Table Calculator (Vasser, 2008). The five most highly correlated pairings are shown in Figure 16. The two-tailed test indicates that for the variables below there should be confidence that the identified factors are correlated.

| Correlation rank | Factor 1 | Factor 2 | Spearman's rho |
|------------------|-----------------------------------|--------------------------------|------------------------|
| 1 | Quality facilities (fas24) | Proximity fac's (fas25) | 0.74 (p=0.0001) |
| 2 | Physiology (ss11) | Biomechanics (ss12) | 0.71 (p=0.0001) |
| 3 | Psychology (ss10) | Physiology (ss11) | 0.70 (p=0.0001) |
| 4 | Physiotherapy (ms07) | Other medical (ms09) | 0.70 (p=0.0001) |
| 5 | Media (os30) | Careers (os31) | 0.68 (p=0.0001) |

Figure 16: Japanese judoka factor pairings correlation coefficients

One point to note from the correlations is that sports science support does not appear to be differentiated, i.e. if a player thinks that a psychologist makes a difference to their performance, they also think that a physiologist or biomechanist makes a difference. These findings raise questions about how judo players perceive sports scientists which is a topic worthy of future research.

The findings show that careers advice is ranked highly at fourth overall. When the data is categorised by gender (Appendix E) this factor is ranked the second most important by Japanese women judo players. This is an interesting finding and there is further discussion on this point in the next chapter.

Pilot Study 3 Results (Swimming, Hockey and Track and Field at the University of Bath)

There were 14 respondents from these three sports. These were World Class student athletes studying at the University of Bath in the focus sports common to the University of Bath, the English Sports Council priority list, and the summer sports on the Olympic programme. Judo was specifically excluded to be included in separate data. Overall results for these 3 groups is shown in Appendix H, a summary is in the table below.

| | Swimming | Hockey | Track & Field | Total |
|------------------|-------------|-------------|---------------|-------------|
| # respondents | 7 | 3 | 4 | 14 |
| # males | 5 | 1 | 3 | 9 |
| # females | 2 | 2 | 1 | 5 |
| Mean age (years) | 20.0 | 18.7 | 19.0 | 19.4 |

Figure 17. Swimming, Hockey, Track & Field overall data

The “gatekeeper” for the group of swimmers was David Lyles, Head Swimming Coach, University of Bath. The swimmers sampled were all identified by the Amateur Swimming Federation of Great Britain as either World Class Performance or World Class Potential. They had all studied within an educational system in the last year and were based for their training at the University of Bath. There were seven swimmers who met the sampling criteria, five males and two females. They had a mean age of 20 years.

There were eight factors which were rated above 90mm for their importance to the swimming performer in allowing them to pursue their sporting ambitions within an educational system, these are shown below. A full list of the results from swimmers is shown in Appendix G.

| Rank | Factor | Value (mm) | SD |
|------|--|--------------|--------------|
| 1 | Access to funds to support other living expenses | 98.67 | 1.97 |
| 2 | Access to funds to support competition expenses | 98.29 | 2.06 |
| 3 | Access to funds to support other training expenses | 98.00 | 2.31 |
| 4 | Quality of training facilities | 95.14 | 10.24 |
| 5 | Access to training facilities through timetabling | 95.00 | 5.86 |
| 6 | High quality of coaching offered | 94.29 | 8.80 |
| 7 | Access / convenience of coaching support | 94.29 | 7.32 |
| 8 | Sympathetic timetabling of classes | 93.67 | 8.26 |

Figure 18: Swimmers factors ranked above 90mm.

There were three Hockey players, one man and two women, with an average age of 18.7 years. The gatekeeper for the hockey players was the Head Coach, Bobby Crutchley. All Hockey players were all identified by England Hockey as either World Class Performance or World Class Potential. They had all studied within an educational system in the last year and were based for their training at the University of Bath.

There were eight factors which were rated above 90mm for their importance to the Hockey player in allowing them to pursue their sporting ambitions within an educational system, these are shown below. A full list of the results from Hockey is shown in Appendix H.

There were four Track and Field athletes, three men and one woman, with an average age of 19.0 years. Their gatekeeper was Malcolm Arnold, UK Athletics High Performance Coach. All Athletes were all identified by UK Athletics as either World Class Performance or World Class Potential. They had all studied within an educational system in the last year and were based for their training at the University of Bath.

| Rank | Factor | Value (mm) | SD |
|------|---|--------------|--------------|
| 1 | High quality of coaching offered | 99.67 | 0.58 |
| 2 | Access to a mentor with sports experience | 97.33 | 3.79 |
| 3 | Access to training facilities through timetabling | 97.00 | 4.36 |
| 4 | Sympathetic timetabling of classes | 95.33 | 6.43 |
| 5 | Video analysis of techniques | 94.50 | 4.95 |
| 6 | Access to physiotherapy | 93.67 | 7.09 |
| 7 | Quality of training facilities | 90.67 | 15.31 |
| 8 | Proximity of training facilities | 90.33 | 14.15 |

Figure 19: Hockey players factors ranked above 90mm.

| Rank | Factor | Value (mm) | SD |
|------|--|--------------|-------------|
| 1 | Access to funds to support other living expenses | 97.00 | 4.76 |
| 2 | Support of the NGB | 95.50 | 5.74 |
| 3 | Quality of training facilities | 95.25 | 5.50 |
| 4 | High quality of coaching offered | 94.50 | 4.43 |
| 5 | Access to physiotherapy | 93.25 | 4.57 |
| 6 | Access to a masseur | 92.50 | 7.00 |
| 7 | Access to funds to support other training expenses | 91.50 | 9.26 |
| 8 | Proximity of training facilities | 91.25 | 6.99 |
| 8 | Support from a sponsor | 91.25 | 7.37 |

Figure 20: Track & Field athletes factors ranked above 90mm.

In comparing the results of the three sports (Appendix I) it becomes apparent that the results are sports specific. There are some significant variations of rankings between the sports. Appendix I shows the variation of the sport specific ranking from the mean ranking of the three sports. A positive difference means that the factor was rated higher by that sport than the others; a negative difference means that the factor was ranked lower by that sport. The variations greater than 12 places are shown below:

| | Factor | Sport | Rank for that sport | Difference from mean |
|----|---|---------------|----------------------------|-----------------------------|
| 1 | Access to a mentor with sports experience (as21) | Hockey | 2 | +23 |
| 2 | Access to a Masseur (ms08) | Track & Field | 6 | +22 |
| 3 | Extended time to complete academic course (as17) | Track & Field | 30 | -15 |
| 4 | Access to an academic mentor (as20) | Track & Field | 36 | -15 |
| 5 | Careers advice (os34) | Track & Field | 33 | -14 |
| 6 | Access to training facilities through timetabling (fas29) | Track & Field | 16 | -13 |
| 7 | Access to a GP doctor (ms09) | Swimming | 17 | +12 |
| 8 | Biomechanical analysis services (ss13) | Hockey | 20 | +12 |
| 9 | Access to funds to support living expenses (fis24) | Hockey | 16 | -12 |
| 10 | Appropriate competition opportunities (cs04) | Hockey | 24 | -12 |
| 11 | Marketing & promotion opportunities (os37) | Swimming | 21 | +12 |

Figure 21: Variations of rankings between the sports

To explain this further; the hockey players valued highly having a mentor with sports experience, they ranked it 23 places higher than the average of the three sports for that factor. In fact they ranked it as the second most important factor. Conversely, the Track and Field athletes did not value highly any access to an academic mentor; they ranked it 15 places lower than the average of the three sports into 36th place.

To further investigate the similarities between the groups, scattergrams were constructed to illustrate the correlations of the data. Spearmans rho correlation coefficients were calculated as before, and the significance of the correlation stated.

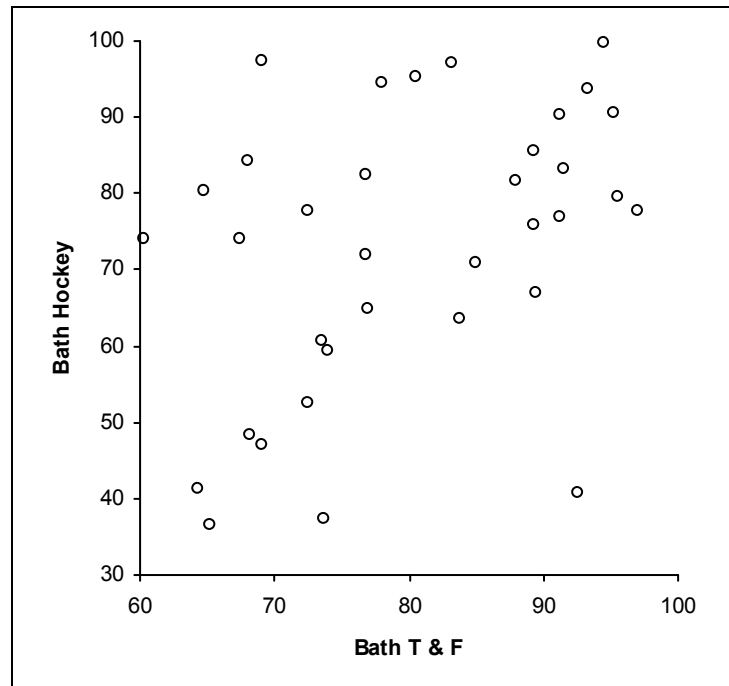


Figure 22: Scattergram showing the relationship between the data from University of Bath Track & Field athletes and Hockey players. (units in mm)

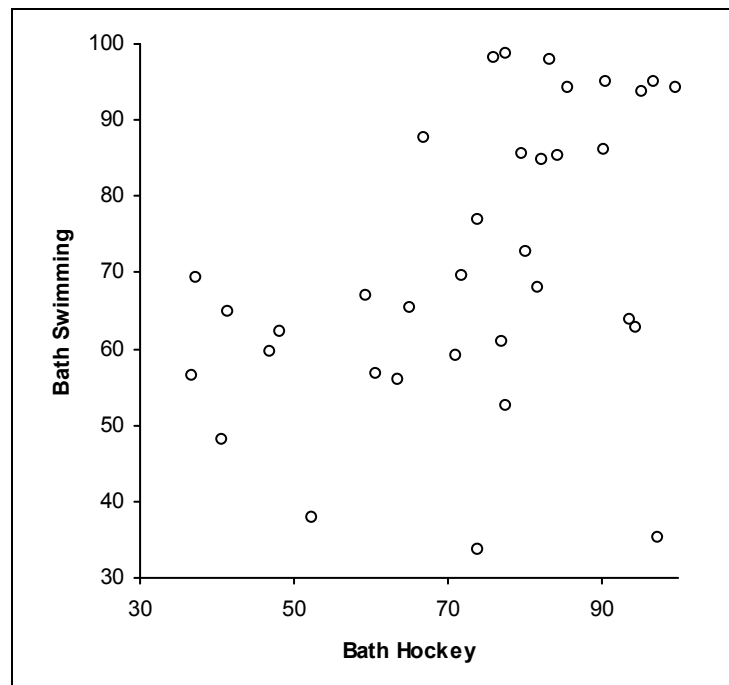


Figure 23: Scattergram showing the relationship between the data from University of Bath Hockey players and Swimmers. (units in mm)

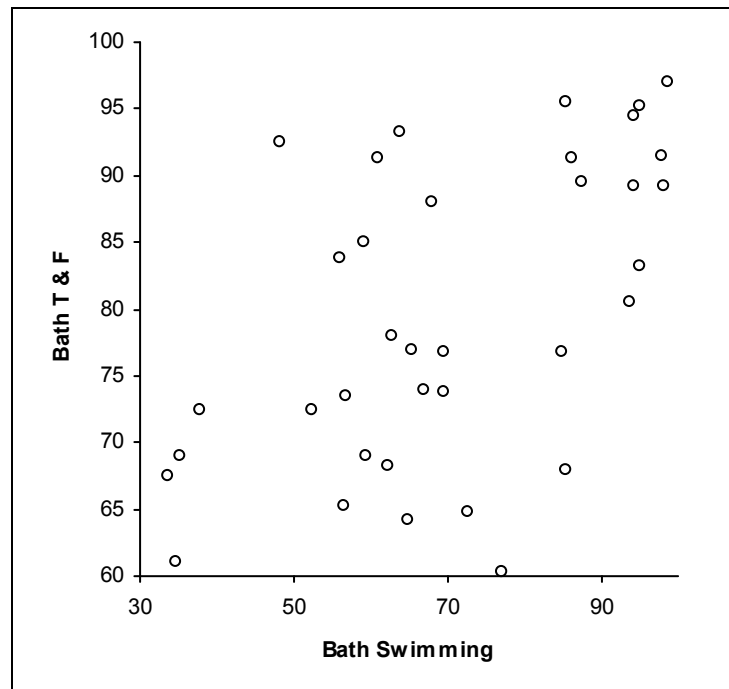


Figure 24: Scattergram showing the relationship between the data from University of Bath Swimmers and Track & Field athletes. (units in mm)

| | Swimming | Track & Field |
|----------|---------------------------------|---------------------------------|
| Hockey | $\rho = 0.40$ | $\rho = 0.39$ |
| | $p = 0.004$ | $p = 0.0212$ |
| Swimming | - | $\rho = 0.52$ |
| | - | $p = 0.0012$ |

Figure 25: Correlations between the sports

Main Study Results (Judo Players at the University of Bath)

The main study focussed on the judo players at the University of Bath. There were 16 subjects, nine male and seven female. The average age of the sample is 20.8 years. The full results are shown in Appendix K, a summary is shown below.

| | Females | Males | Judo |
|------------------|-------------|-------------|-------------|
| # respondents | 7 | 9 | 16 |
| Mean age (years) | 22.7 | 19.3 | 20.8 |

Figure 26: Bath Judoka overall data

There were eight factors which were rated above 80mm for their importance to the player in allowing them to pursue their sporting ambitions within an educational system, these were:

| Rank | Factor | Value (mm) | SD |
|------|--|--------------|--------------|
| 1 | High quality of coaching offered | 91.94 | 7.70 |
| 2 | Access to funds to support other training expenses | 87.13 | 11.08 |
| 3 | Access to funds to support competition expenses | 87.06 | 10.61 |
| 4 | Access / convenience of coaching support | 86.94 | 8.14 |
| 5 | Availability of training partners / teams / squads | 85.25 | 14.57 |
| 6 | Access to funds to support other living expenses | 83.44 | 17.13 |
| 7 | Sympathetic timetabling of classes | 83.38 | 13.06 |
| 8 | Appropriate competitive opportunities available | 82.38 | 14.84 |

Figure 27: Bath Judoka factors ranked above 80mm.

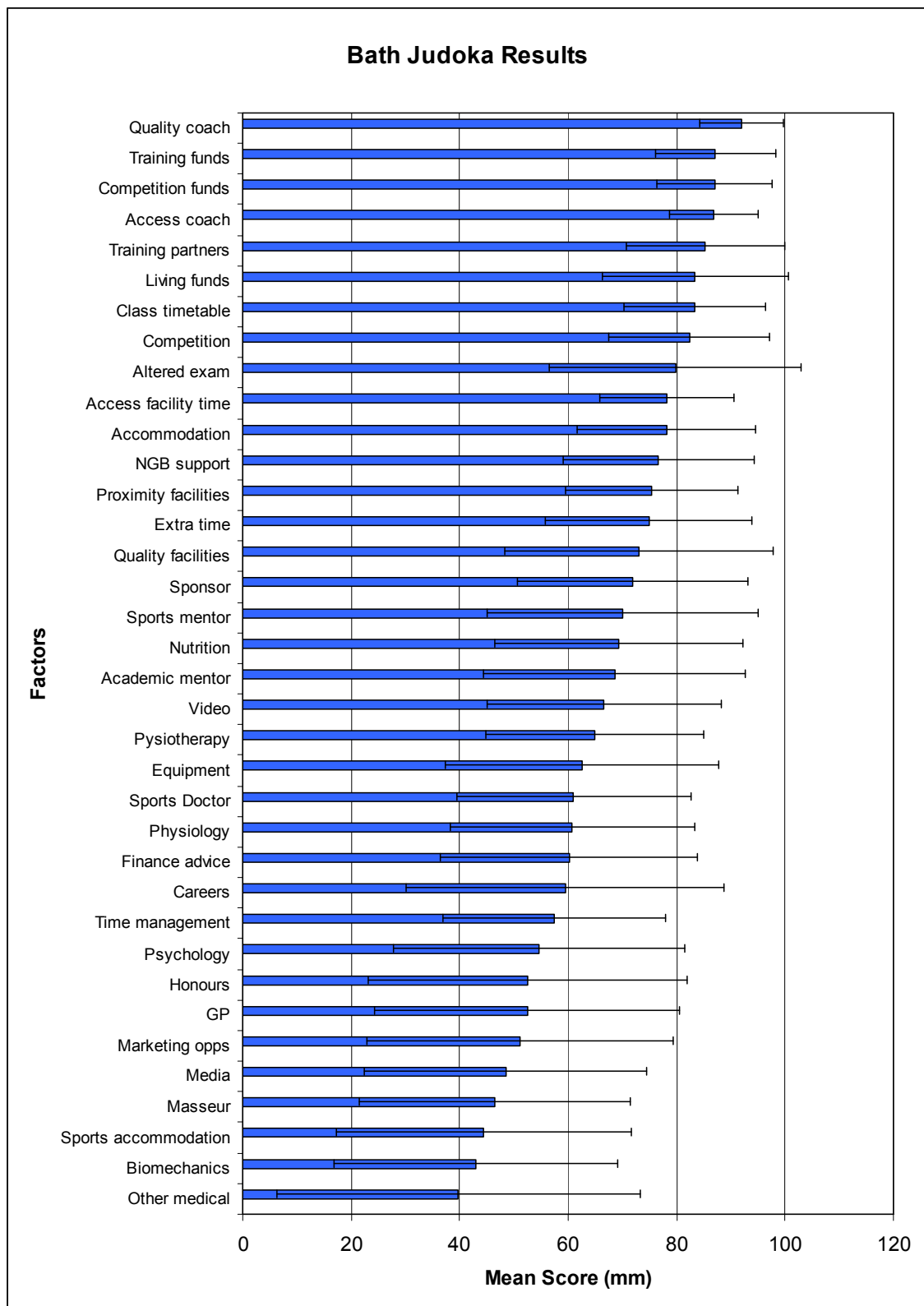


Figure 28: Chart of Bath Judoka Factor Rankings

In comparing the results of judo against the other three sports it again becomes apparent that the results are sports specific. There are two significant variations of rankings which relate to judo. A table was drawn up (Appendix R) showing the variation of the judo ranking from the mean ranking of the other three sports. A positive difference means that the factor was rated higher by that sport than the others; a negative difference means that the factor was ranked lower by that sport.

The first of the major variations is that the judo players rated the importance of training partners ten places higher than the mean of all four sports, and 14 places higher than the mean ranking of Hockey, Swimming and Track and Field, placing this factor into fifth place. This is perhaps not surprising since both Swimming and Track and Field are individual sports which require no training partners. Hockey as a team sport does require training partners for a match, but the Hockey players ranked their importance lower than any of the other sports. Judo players have long known instinctively how important their partners are, and coaches have always valued training partners for their charges. It may be that this research is the first time that the value of training partners to a player has been measured.

The second major variation is that the quality of the training facilities is ranked ten places lower than the mean of all four sports, in 15th place. Further research would be required to fully understand the reasons for this, but it might be hypothesised that this result might be due to the varied qualities of facilities that these players have experienced. They are familiar with the fact that one of their training partners managed to achieve an Olympic silver medal whilst training in a squash court, and so perhaps perceive that the quality of facilities are not as important as others might think. The reader will recall the chronology of judo facility developments earlier in this chapter.

There are some gender differences in relation to the data from the Bath Judoka. The full rankings categorised by gender can be found in Appendix J. An excerpt of that Appendix is produced in Figure 29 to highlight the factors which have a difference in rank between the genders of eight places or more. The males valuing a support from a sponsor, 11 places higher than do the females. The females value access to the facility through timetabling 11 places higher than do the males. The two genders are not surprisingly, highly correlated with $\rho = 0.87$ significant to $p < 0.0001$.

| Factors | Female Mean (mm) | Female Rank | Male Mean (mm) | Male Rank | Difference in Mean (mm) | Difference in Rank |
|---|------------------|-------------|----------------|-----------|-------------------------|--------------------|
| Nutrition (ss15) | 61 | 22 | 76 | 13 | 15 | +9 |
| Access to funds to support living expenses (fis21) | 79 | 12 | 87 | 4 | 7 | +8 |
| Support from a sponsor (fis22) | 62 | 20 | 80 | 9 | 18 | +11 |
| Equipment supplied (fis23) | 52 | 28 | 71 | 20 | 18 | +8 |
| Access to training facilities through timetabling (fas26) | 86 | 5 | 73 | 16 | 13 | -11 |
| Careers advice (os31) | 48 | 29 | 68 | 21 | 20 | +8 |

Figure 29: Gender variations in the rankings between variables for Bath Judoka.

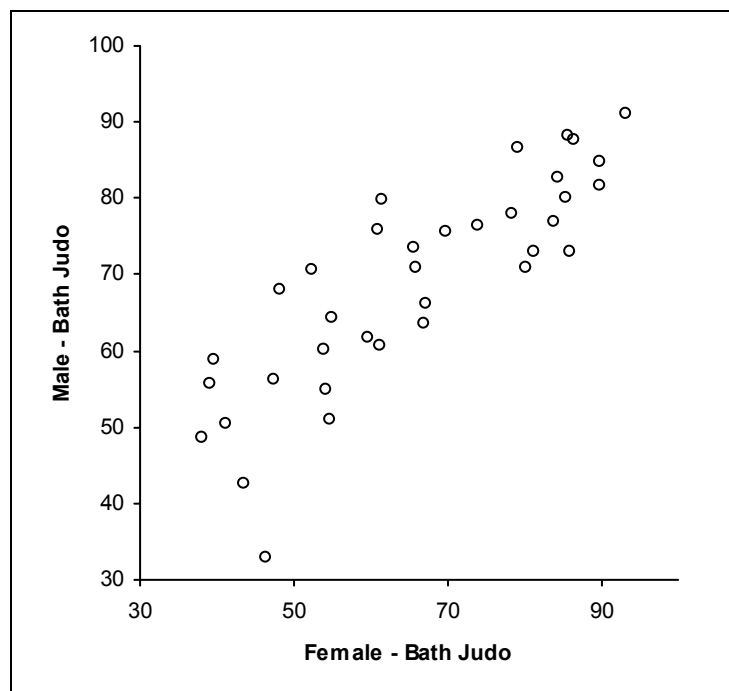


Figure 30: Scattergram showing the relationship between female and male judoka from the University of Bath. (units in mm)

Scattergrams were also calculated to illustrate the relationship between the Bath judoka and the other athletes in Hockey, Swimming and Track & Field at Bath. Many of the services they experience may be similar to the judo players and by looking at these correlations as opposed to the correlation between the Bath judoka and the Tokai judoka, one can get an indication as to whether the way that services are perceived to impact on performance is a more a factor of the training environment or the sport.

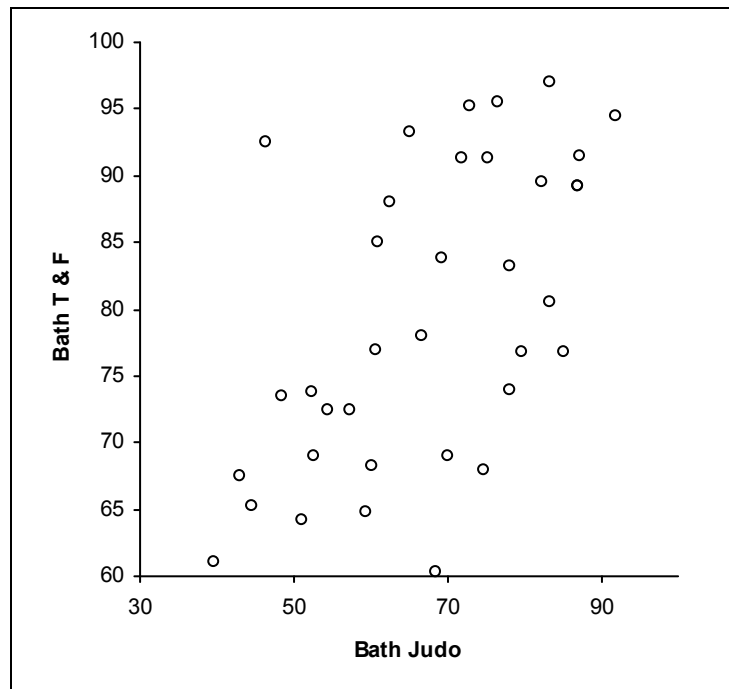


Figure 31: Scattergram showing the relationship between the judoka and the Track & Field athletes at the University of Bath. (units in mm)

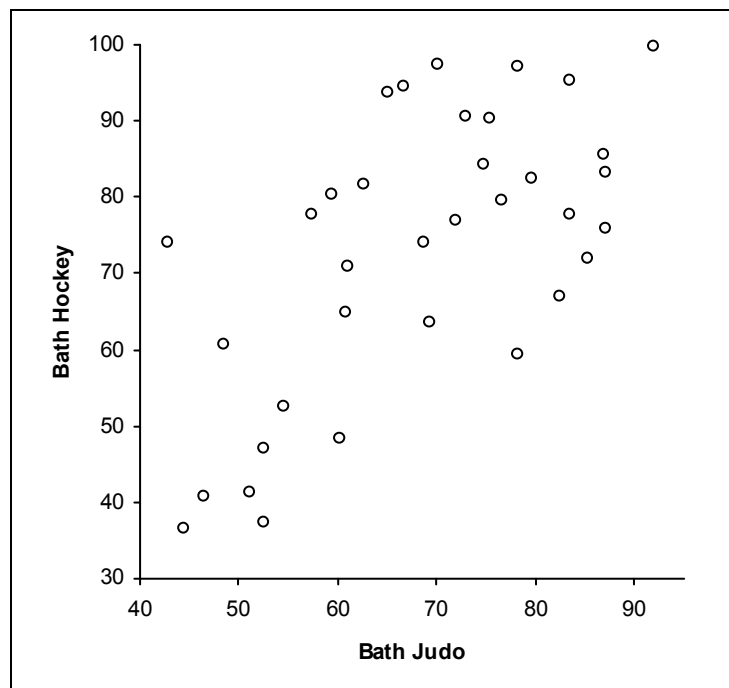


Figure 32: Scattergram showing the relationship between the judoka and the Hockey players at the University of Bath. (units in mm)

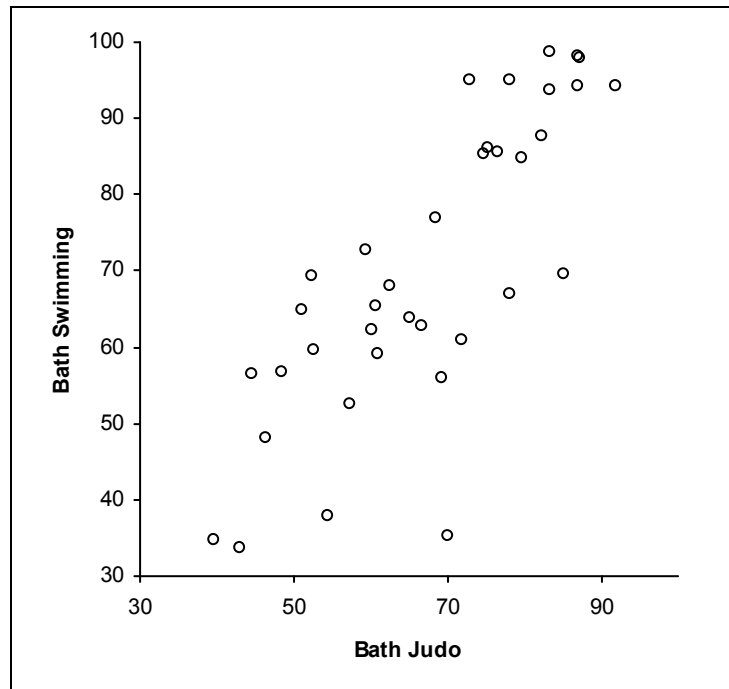


Figure 33: Scattergram showing the relationship between the judoka and the Swimmers at the University of Bath. (units in mm)

| | | Track & Field | Hockey | Swimming |
|------|-----|-----------------|-----------------|-------------------|
| Judo | rho | 0.59 | 0.60 | 0.80 |
| | P | = 0.0002 | = 0.0001 | <0.0001 |

Figure 34: Correlations between the judoka and the other three sports at the University of Bath

Appendix M compares the rankings of factors by University of Bath judoka and Tokai University judoka. For the purposes of this comparison the following four factors were omitted; ms08, access to a masseur, ms09, access to a General Practitioner (GP) doctor, ss14, video analysis of techniques, and os36, advice on time management, and they were added to the research questionnaire between Pilot Study 2 and Pilot Study 3, and so were not present in the questionnaire used in Japan.

An excerpt of that Appendix is produced below highlighting the factors showing the greatest variation in rank between the judoka of the two universities.

| | | All Judo | | Tokai Judo | | | Bath Judo | | |
|-------|--|--------------|------|---------------|------|------|--------------|------|------|
| | | Mean (mm) | Rank | Mean (mm) | Rank | Diff | Mean (mm) | Rank | Diff |
| ms08 | Access to a Sports Doctor | 73.64 | 18 | 86.35 | 5 | 13 | 60.94 | 22 | -4 |
| ms09 | Other medical support | 60.36 | 26 | 80.96 | 13 | 13 | 39.75 | 32 | -6 |
| as14 | Extended time to complete academic course | 54.24 | 30 | 33.60 | 32 | -2 | 74.88 | 14 | 16 |
| as15 | Sympathetic timetabling of classes | 75.05 | 15 | 66.72 | 24 | -9 | 83.38 | 7 | 8 |
| as16 | Altered examination or assessment dates | 71.39 | 20 | 63.04 | 27 | -7 | 79.73 | 9 | 11 |
| fis19 | Access to funds to support training expenses | 82.08 | 6 | 77.04 | 17 | -11 | 87.13 | 2 | 4 |
| fis23 | Equipment supplied | 75.19 | 14 | 87.81 | 3 | 11 | 62.56 | 21 | -7 |
| os31 | Careers advice | 72.68 | 19 | 85.93 | 6 | 13 | 59.44 | 25 | -6 |

Figure 35: Variations in ranks between Tokai and Bath Judoka.

The Bath Judoka rank much more highly than their Japanese counterparts the option to extend their academic course (as14), to have altered examination or assessment dates (as16), and the sympathetic timetabling of classes (as15). The Tokai Judoka rank much more highly access to a sports doctor (ms08) and other medical support (ms09), as well as having equipment supplied (fis23) and receiving careers advice (os31). They ranked much lower any access to funds to support training expenses (fis19).

Spearman's rank order correlation coefficient (ρ) was applied to determine the correlation between the data of the two universities, Bath and Tokai. The results of both universities were significantly correlated ($r_s = 0.37$) this is significant at the level $p = 0.0364$. This suggests that it is likely that there is some correlation between what factors the Bath students thought were important to their performance, with the factors that the Tokai students thought were important to performance.

It should be noted that this is the lowest correlation between two groups considered by this research. This does imply that in relation to the perception of services and their impact on performance, there is greater commonality from athletes within the same training environment, as opposed to athletes within the same sport.

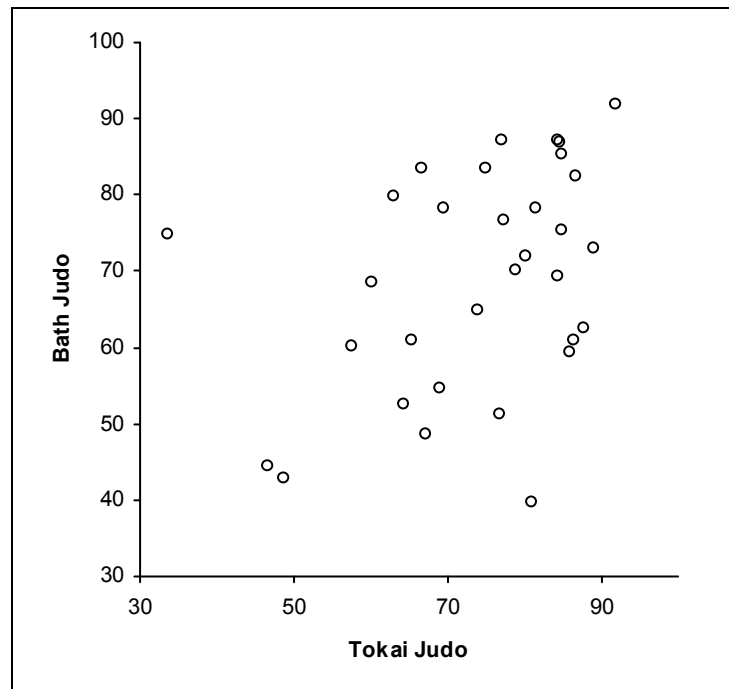


Figure 36: Scattergram showing the relationship between Bath Judo and Tokai Judo scores. (units in mm)

European Judo Union elite coaching programme

The next section of results considers the coach education provision within the Team Bath Judo Programme. The University of Bath has merged its expertise in delivering quality higher education in sport with the ethos of foundation degrees to develop a unique programme specifically designed for individuals involved in the sport of judo. The foundation degree was originally conceived in 2003 to support the vision of the European Judo Union in implementing a pan-European higher-level judo coaching qualification. It was validated in 2004 and is now an established part of education and training in judo across Europe and beyond.

There are three cohorts of a total of 65 students following the Foundation Degree in Sport (Sports Performance) (accredited by the European Judo Union). The course is the only sports specific route of an academic programme offered by the University of Bath. It is also the only academic programme in Europe which is accredited by the European Judo Union.

The relationship with the European Judo Union is unusual, and has been a significant factor in the success of the coach education provision. There is considerable documentary evidence relating to this relationship in the form of emails and letters, in addition to the personal experiences of the author. The first meeting between the author and the EJU Education Director occurred in September 2003 in Osaka, Japan, at the occasion of the World Judo Championships. The author was there to present an academic paper at the third World Judo Research Symposium, and was introduced to Mr Envic Galea, who was at that time the Education Director of the European Judo Union. Mr Galea extended an invitation to the EJU Education Seminar in Malta the following month to present a keynote lecture on the provision of a pan-European coach education system. The event was to be held in Malta. This anecdote is evidence of the interrelationship between the EJU, the Malta Judo Federation and the activities of international judo research. These are dealt with separately above in the section on External Relations.

Students on the Foundation Degree are drawn from 16 nations and have an unusual entry profile which supports the University widening participation agenda. All students are over 21 years old.

The student profile is made up of professional judo coaches or those who compete or coach at a high level in the sport of judo. Students include former world champions and Olympic athletes. To meet the needs of this unique student cohort there was clearly a requirement for an innovative approach to programme delivery. The delivery system adopted is a three-year programme made up of two residential two-week blocks each year, supplemented by distance learning.

The following nations make up the student body; England, Northern Ireland, Scotland, Wales, Malta, Germany, Romania, Spain, France, Latvia, Estonia, Japan, Norway, New Zealand, Portugal, Sweden

The Foundation Degree in Sport (Sports Performance) has been designed for sportsmen and sportswomen who may otherwise miss out on higher education because they have chosen to focus on achieving their sporting goals. The foundation degree can be studied in a full-time or part-time mode by individuals who compete in a range of sports or in the block delivery route which is dedicated to the sport of judo. The programme aims to provide students with a solid academic base to develop their studies and explores the key components of athletic success.

Modules on the programme include sports development, principles of performance, performance analysis, ethics and safety, talent identification, strength and conditioning. In addition, work-based learning allows students to apply their learning in real work situations.

Specifically designed for the cohort of students working and studying in the sport of judo, the block route pushes the boundaries by utilizing innovative delivery systems in foundation degrees. Firstly the semester dates are unique to the programme in that they run from mid February to the end of June and from early July to the end of October. These semester dates allow for the scheduling of two-week residential blocks which take place in the normal student Easter and summer holidays. During the blocks the

students are accommodated on campus and attend structured lectures and practical sessions and have access to the library and course tutors. The block delivery periods also provide an excellent networking opportunity with others who work at a high level in the sport, and social events are also scheduled.

The remainder of the semesters are made up of distance learning which include interactive tutor sessions, course reading and assignments. The distance learning element is being further developed with the aim of introducing further dedicated academic e-learning packages. The university is in the process of writing a top-up to honours degree level and it is hoped some students will go on to post-graduate study.

A range of assessment techniques are used in the course including reports, case studies, coaching sessions, assignments, personal development planning and production of a DVD. Representatives from the British Judo Association and the European Judo Union assist in some cases with the assessment of students.

The sport foundation degree block route in judo was developed in partnership with the European Judo Union. There are also excellent links with the British Judo Association and with other judo bodies around the world. These links gave the course the status and recognition which it required to have a currency in the world of judo and also access to a wide range of potential students and guest lecturers from the highest levels of judo.

In addition to the university staff, who are the unit convenors for each module, the programme also calls on a wide range of national and international expertise in the sport to provide guest lectures on a range of specialist topics. Guest lecturers have included the Russian National Coach and the Performance Director of the British Judo Association.

In fact a scan of documents related to the provision of the course reveals that over a 3 year period there were a total of 25 guest lecturers employed who had judo related experience. They were drawn from 10 nations; Japan, Germany, Holland, USA, Great Britain, Austria, France, Denmark, Ireland, and Russia. They included one 9th Dan, Mr George Kerr, and 4 eighth Dans, Messers Roy Inman, Syd Hoare, Klaus Glahn and

Colin McIver. The course has also involved the following 8 world or Olympic champions as either staff or students;

Kenzo Nakamura, 1996 Olympic Champion

Neil Adams, 1981 World Champion

Jane Bridge, 1980 World Champion

Kate Howey, 1997 World Champion

Loretta Cusack, 1984 World Champion

Daniel Lascau, 1991 World Champion

Graeme Randall, 1999 World Champion

Peter Seisenbacher. 1984 & 1988 Olympic Champion, 1985 World Champion

The unique cohort has meant that the university has had to put in place specialist resources to match the level of their national and international expertise. Within the blocks the students attend practical sessions in the purpose-built dojo in the University's Sports Training Village. Students also have access to other campus facilities including the Library and Learning Centre, which houses the Richard Bowen History of Judo Archive, detailed in the section below, as well as the Fitness Suite and Olympic swimming pool. The foundation degree is also at the forefront of coach education in the UK aligning to the higher levels of the new UK Coaching Certificate.

There is considerable interview evidence related to this section of the programme, examples of comments from those interviews are included below;

Lance Wicks, New Zealand, a second year student on the programme, said;

"The Foundation degree is an amazing opportunity to expand my knowledge of both my sport and of sports performance in general. I have already applied what I have learned to my coaching practice." (Lance Wicks)

Daniel Lascau, Germany, 1991 World Champion, Sport Director European Judo Union and second year student on the programme, added;

"The EJU are proud to be working with the University of Bath on a unique education programme for our high level coaches. We really believe that the course will make a significant impact on the standards of judo throughout Europe." (Daniel Lascau)

Below are further comments from the students following this programme. The comments are presented to give the reader a fuller understanding of the experience of students following this coaching programme.

Students were asked:

“Why did you start the course?” and “What were your initial impressions?”

“During the EJU Medical and Education Seminar held in Malta in 2004, Mr. Callan gave a presentation wherein he gave a clear indication of the proposed set-up of the course including the subject content, accommodation aspects, experience in sports development and costs. This presentation together with my association with the above mentioned gentlemen (Envic Galea and Mike Callan), as well as my position within my National Federation i.e. that of Technical Director of the Malta Judo Federation, were the three main reasons that enticed me to enrol in the course.” (Alex Bezzina, Malta, Technical Director of the Malta Judo Federation)

“I also felt strongly that there was a “we are in this together” mentality instilled in us from day one and with the talent within the group that the course was always going to be a powerful and informative journey.” (Dave Duffy, England, National Coaching Officer for the British Judo Association)

“I was blown away! First by the amazing facilities, then by the calibre of the other people on the course. There were three world champions enrolled with me! Imagine if this was a business degree, it would be like having Donald Trump, Sir Alan Sugar and Richard Branson there!” (Lance Wicks, New Zealand, Webmaster of www.judocoach.com)

Also commenting on the calibre of the other students, Steve Clarke commented:

“At the outset and on the first day of the course it became apparent that the students that had enrolled in the course were not the normal group one is used to encountering at University. Ex-Olympic, World and European medallists, past Olympians, executive members of the EJU, National Coaches and Sports

Directors hailing from various Nations made up the student compliment for the course. Needless to state, these students carried with them a huge baggage of coaching, competitive and administrative experience in the sport.” (Steve Clarke, Wales, Director of the Welsh Judo Association)

Students were asked; “What have you gained from the course?”

“After three years and coming close to the completion of the course, I am pleased to state that the benefit from following such a course has far exceeded my expectations. I have learnt much more than I ever realised I would. One thing about judo is that the more you learn, the more you realise there is to learn.....having access to the superb learning facilities here in Bath has been amazing. However, what I have found to be the most striking and successful aspect of this course, is the innovative and at times unorthodox method of the delivery of the course content.” (Alex Bezzina)

“I feel a lot more at ease now talking with older coaches because I feel that the course has given me the factual evidence and theory to back up my coaching techniques and experiences as a player. The most unexpected benefit for me though was the fact that by meeting and working with fellow candidates during the course we were able to create a network of contacts and support each other whilst back in the workplace.” (Kate Howey MBE, Performance Coach for the British Judo Association)

Students were asked to comment; “How do you think your role has changed since you started the course?”

“Three years ago, when I started on this course, I coached judo at three clubs and still do. My role has changed from one of judo coach to many, to one of judo *teacher* to many as well as *coach* to a few. It sounds similar but I realise it is not possible to “coach” many as it is such an all encompassing activity. I will “teach” judo to many players and “coach” only a few. I think it was Jane Bridge who said that in France one is generally known as a teacher of judo, with a few known as coaches of players. I have just been elected to the Welsh Judo

Association Board of Directors so I hope I can bring a wider perspective of the judo world to that managerial role.” (Steve Clarke)

“My job role within the British Judo Association has changed a lot, I have gone from a National coach to the Lead Coach of World Class Development Squad”.
(Kate Howey)

Lance Wicks was asked; “Please tell me about the podcast you developed.”

“The podcast came about because people in America watched the debate we held as part of the course who wanted to record an interview with Daniel Lascau [Former World Champion and student on the Foundation degree]. I spoke with Daniel about it and Daniel had this idea of doing a European podcast. So, I setup the technical stuff, but Daniel is always busy so I ended up contacting people myself and recording interviews. It’s been amazing as so many people listen and email me about it.

I have received emails from people from all over the globe. I have recorded and shared the views of players, coaches, referees and Judo sport scientists of the highest calibre; information that for many people is simply not available any other way, I am immensely proud of that. If it was not for the course at University of Bath I would not have had the opportunity to do this.” (Lance Wicks)

Students were asked if they had any additional comments;

“I feel that we have been lucky to have been able to hear from some really legendary Judoka and also some really high profile personalities from other sports not to mention the University lecturers. The whole experience at the University of Bath has been a truly valuable and enjoyable one.” (Steve Clarke)

Research Activities

International Association of Judo Researchers

The Director of Judo was invited to a meeting in Tokyo in June 2006 to consider the development of a new organisation to engage in international judo research. Those present were; Professor Yamashita, Mr Yamada, Miss Mitsumoto, Professor Hashimoto, Professor Iteya, Professor Nakajima, all from Japan. Professor Matsumoto from the USA, Dr Franchini from Brazil, and Mr Callan from the UK. The mission of the organisation was established as;

“To facilitate world peace and safety by improving international and intercultural understanding, cooperation, and relationships through judo by supporting judo-related research and education.”

Evidence includes the minutes of that meeting, held at the Tokai University Club. They show that the mission is underpinned by nine objectives;

- Create an open, transparent, and sustainable organization to achieve the above objectives
- Bring researchers together
- Provide opportunities for publications and presentations
- Improving the availability of research related sources
- Improve research quality
- Encourage and support judo related educational activities
- Support and facilitate judo teaching and coaching methods
- Working collaboratively and developing synergistic partnerships with other organizations and programs who can benefit from the resources of this organization
- Approach and build partnerships with other organizations as appropriate

During the meeting the author secured the host for the administrative function of the IAJR as the University of Bath. The post is funded by two sponsors. Firstly, the Non-profit Organisation Judo Education Solidarity, and secondly the Team Bath Judo

Programme. The Administrator is a University employee working to achieve the IAJR objectives.

Significant progress is being made in this area and the IAJR opened for membership in 2007. By May 2008 the Google Analytics analysis of the website www.judoresearch.org showed that there were visitors from 70 nations, staying an average of over 3 minutes.

The organisation hosted the 5th World Judo Research Symposium in Rio de Janeiro in September 2007. The conference proceedings show that all four of the papers presented by British delegates were from the University of Bath.

Archives

The Library and Learning Centre houses the Bowen History of Judo Archive. The Bowen Archive was generously donated to the University of Bath in 2003 by Richard Bowen. The collection is of strategic significance to the Team Bath Judo Programme and contains both books and archives. To give some context to the importance of the collection is it relevant to provide a brief biographical description of the donor.

Richard (Dicky) Bowen started Judo at the Budokwai, London in 1949 and progressed to 2nd Dan. At the age of 30 he was selected to represent Great Britain in the 1956 First World Judo Championships held in Japan. This was in the days of no weight categories and with no repechage system. Dicky who was a light middleweight got through the first two rounds which placed him in the last eight and then he lost to Courtine of France. In the final, Natsui of Japan beat Yoshimatsu also of Japan. Third places went to Courtine and Geesink of the Netherlands.

After these world championships Dicky stayed on in Japan for two years training hard at the Kodokan as a Kenshusei (special research student). He then returned to the UK as a 4th Dan and with his Japanese wife Ayako. He subsequently carried on teaching judo in London and was very active in the British Judo Association where he was chairman of the Coaching and Technical Committee for some time.

Dicky wrote extensively about judo, producing over 80 books and papers. He was a traditionalist, engaging in heated technical arguments about judo technique. He believed there is a moral side to judo. He steadfastly refused to accept any promotion offered by the BJA, preferring his Japanese grade. He devoted the end of his life to writing about the history of British Judo and the Budokwai. This work of over 500,000 words is still to be published. He was meticulous in his research and was a frequent visitor to all the government record offices and major libraries. He kept a huge filing system of all his research findings, photographs, and correspondence. He also had an extensive collection of books related to judo, and to the history of martial arts.

In 2003 email correspondence shows that Dicky contacted the British Library to try to make arrangements for the collection. The British Library contacted the University of Bath Library and Learning Centre, identified above as one of the strategic internal partners of the Team Bath Judo Programme. The Faculty Librarian travelled with the author to meet Mr Bowen and this led to the acquisition of the collection.

The Collection consists of books and archives which chronicle the history of judo. There are a number of significant items.

- Over 400 books, authors include; Kano, Koizumi, Leggett, Harrison
- Event programmes from over 50 years including the First World Championships in 1956
- Posters advertising judo events and festivals back to 1921
- Correspondence between Koizumi and Leggett in the 1940s regarding the establishment of the European Judo Union
- Correspondence between Kano and Koizumi in the 1920s regarding the teaching of judo
- Historical rare photographs of important judo personalities
- Budokwai signing in books including the autographs of judo players who influenced the development of the sport in Europe, as well as other famous personalities
- Over 42 metres of shelving containing historical documents including the original constitution of the European Judo Union
- Commemorative medal from the First World Championships 1956
- Hundreds of magazines and periodicals relating to judo from several countries, including extensive technical articles

The Bowen book collection is managed by the Subject Librarian for the School for Health, Peter Bradley. Peter holds an MSc in Information and Library Management and is a member of the Chartered Institute of Librarians and Information Professionals.

The 428 books are kept together securely. Researchers are advised to make an appointment to view the book collection. The Library Catalogue is available online and so researchers can check the contents of the collection before they visit.

The University of Bath archival acquisition policy expresses a broad aim 'to build and maintain a collection in support of the University's teaching and research interests'. Thanks to the activities of the International Association of Judo Researchers, members of the University community have a strong interest in judo related research. The University Archives contain a limited number of "Special Collections". One such collection is the Bowen Archive.

The Bowen Archive consists of research papers collected over a twenty year period concerned primarily with the history of British Judo. A significant proportion of the collection also relates to early international matches and the development of both the European Judo Union and the International Judo Federation. There is personal correspondence between Jigoro Kano and Gunji Koizumi on the teaching of judo. There are also significant sections relating to Trevor Leggett and EJ Harrison.

The Bowen Archive formed a valuable source of evidence for the historical background and context to the Team Bath Programme; this is to be found in Chapter 2 above.

The archives are managed by University Archivist, Lizzie Richmond. Lizzie has a postgraduate qualification in archives and records management. The catalogue will shortly be available online. Information for researchers strongly advises them to make an appointment before they visit. (Callan, 2005)

Achievements

One of the key performance indicators for any high level sports programme is the results of its performance players. It is also important to identify other non-sports indicators by which the achievements of a sports programme can be measured.

The author keeps records of the major results in the annual review of the programme. The reviews for 2005 and 2006 are to be found in Appendices N and O.

The main international performance results achieved by players registered as Team Bath Judo Players at the time of the achievement include;

- Olympic Games Silver Medal Sydney 2000 (Kate Howey MBE)
- Olympic and Paralympics' Games Participation Sydney 2000 (Karen Roberts, Vicki Dunn and Darren Kail)
- Olympic and Paralympics' Games Participation Athens 2004 (Kate Howey and Darren Kail)
- World Senior Judo Championships Medal Birmingham 1999 (Kate Howey and Karen Roberts)
- World Senior Judo Championships Medal Munich 2001 (Kate Howey)
- World Senior Judo Championships Place Osaka 2003 (Kate Howey)
- World Cup Medals (various)
- Commonwealth Games Medals Manchester 2002 (Karen Roberts (gold), Georgina Singleton (gold), Lisa Bradley (silver), Sam Delahay (silver))
- Commonwealth Judo Championships Champion 2004 (various)
- Commonwealth Judo Championships Champion 2006 (various)
- European U23 Judo Championships Medal Moscow 2006 (Tom Reed)

In the British University Sports Association Judo Championships the programme can be measured against the judo programmes in other British Universities. In the period 2002-2007 the University of Bath won a total of 69 Individual medals, 37 of them gold. They have been Men's team champions in 2003, 2005, 2006 and 2007 and Women's Team Champions 2004, 2005, 2006 and 2007.

Having considered the programme in all its constituent parts, one can gain a sense of the extent of the programme. Figure 32 gives a summary of the total number of sessions, taken across the year, for all levels of the programme. It is estimated that in the year 1st September 2006 – 31st August 2007, the programme delivered a total of almost 1600 judo sessions to around 460 members.

| Level | # people | # classes delivered |
|---------------------------|-----------------|----------------------------|
| Tribe schools development | 120 | 211 |
| Tribe beginners | 90 | 90 |
| Tribe juniors | 72 | 150 |
| Student undergraduate | 20 | 12 |
| Student recreation | 50 | 52 |
| Futures academies | 12 | 198 |
| Performance players | 41 | 644 |
| Coaches in education | 55 | 240 |
| Total | 460 | 1597 |

Figure 37: Overview of classes delivered and members of Team Bath judo in 2006-07

A summary of the results sections which draws the results together to identify common themes is found in the next chapter.

CHAPTER V DISCUSSION

Introduction to the discussion

This chapter is divided into five main sections; Firstly, an overview which discusses the main findings of the results. Secondly, there is a section which considers some of the emergent issues arising from those findings. These issues are considered under five broad headings related to the Team Bath judo programme; sustaining the programme, populating the programme, growing the programme, supporting the programme and leading the programme. Thirdly, a section considers models of Centres of Excellence, and proposes a new model, the “jita kyoei model”. There are no existing models of a sport specific system within a university environment, the next section addresses that omission with a justification of a new sports development model known as “The house of judo development”. Finally the discussion looks at the implications of this research, both in terms of the contribution to the literature and the sport of judo, and in terms of the implications for future research.

Main findings from the results

The main findings are discussed below under the headings; discussions on general points relating to the whole programme, discussion on points related to coach education provision, discussion related to Japanese study, discussion related to other sports at Bath, and discussion related to services provided to Bath student judoka.

Discussion on general points relating to the whole programme

The extent of staffing and expertise is considerable and this is unusual compared to other university judo environments in the UK, and in fact unusual compared to other judo environments in the UK. Considering the seven coaches who input into the coaching of the high performance players, they include one eighth dan, three sixth dans, a fourth dan, and two third dans. Two of the coaches are Japanese and have very high personal skill levels. One of the coaches has an OBE and one of them an MBE. These are highly prized awards from the British Royal Family and it is extremely rare to find anyone in a judo environment that holds one. One of the coaches was a world champion, and holds two Olympic medals, whilst another has coached 13 world champions and another has coached two Olympic Gold medallists.

The programme is also unusual in the extent of the support staff working in non-coaching roles. Some of these roles are common to many sports programmes at the University of Bath, such as the directorate, the facilities staff, the physiotherapist and physiologist. Some are unique to the judo programme, such as the Co-ordinator of the European Judo Union elite coach education programme, or the Administrator for International Judo Research.

There is a complete talent development aspect to the programme, with opportunities for those of all standards, at whatever age. In this way the programme appears to provide for the whole sports development continuum, from foundation through participation, to performance and then excellence. This holistic approach is also unusual to find in a UK judo environment in the author's experience.

There are three elements of the programme that have developed independently, but which have a symbiotic relationship whereby there are benefits to all three parts of the programme by having the other constituent parts. These are the hosting of the International Association of Judo Researchers, the delivery of the level 4 coach education programme in partnership with the European Judo Union, and thirdly, the holding of the Richard Bowen history of judo collection and archive. Coaches studying the high level coach education course have access to a huge resource in the Bowen Collection, and also ready access to the research articles available on the website judoresearch.org. Those articles are available to any coach in the world, but having the home of the IAJR at Bath means that those Bath affiliated coaches are very much aware of its existence. Lecturers regularly remind the coaching students of the judo related research resource which is available. The coaches also are all potential members of the IAJR as they start to understand the value of research to the practice of coaching. The students also have a huge network of contacts between them, and increase the likelihood of future additional donations to the Bowen Collection.

So it appears that some of the interesting features of this case, and what make the programme unusual include; considerable coaching expertise, backed up by extensive support staff roles, working towards a holistic approach to talent development. These coaches and staff can draw upon extensive archive resource information, and have ready access to research information worldwide. They are delivering cutting edge coach education which has created a network of influential connections across Europe.

Discussion on points related to coach education provision

The European Judo Union elite coach education programme is a unique course whereby the students can achieve a Foundation Degree in Sports (Sports Performance) and progress on to a BSc (Hons) in Sports Performance (Work Based Learning) both of which are accredited by the European Judo Union. The impact that the development of the course has had on the Team Bath Judo Programme has been remarkable. There are four former world champions enrolled on the course, making the University very probably the only university in the world to have four world judo champions among its current student body. With 16 nations represented, awareness of the judo programme in

Bath has spread throughout Europe in a way which was unimaginable prior to the course. Such a high profile and intense course presents the judo programme staff with many opportunities and also many challenges.

One of the main opportunities is the power of the course to raise awareness and impact on recruitment. The recruitment is both for student coaches and for players. The cohort act as advocates when they go back into their daily lives, and act as “connectors” to many others within the worldwide judo family. As coaches themselves, many are working with talented players of university age, and so they will often recommend a player to consider joining the high performance environment. To have upwards of 50 influential coaches acting as advocates for the programme across a number of nations is an unusual situation and has meant that the size of the high performance training group has grown at a rate much quicker than expected. Also the number of enquiries to join the group from non UK students has increased. UK government policy is that a student from a nation within the European Union pays the same amount for education fees as a home student from the UK. This has made the option of studying and training at Bath much more accessible than otherwise.

Two interesting developments that have grown out from the course have been the Judo Debates, and the Podcasts. The Judo Debate is now an annual fixture in the summer study block whereby the students organise an Oxford Union style debate, with three speakers for the motion and three speakers against. They pick a topic which is slightly controversial in the world of judo and debate the issue in a public forum. The activity is open to all coaches across the country to attend and they gain credit towards the revalidation of their coach award for doing so. The activity also has its own web page (www.judocoach.com/debate) where viewers can download a full movie of the debate which can last around 60 minutes. The second development has been the podcasts, (www.thejudopodcast.eu) whereby some of the lecturers are interviewed about their views on judo, or specific lectures are recorded, and these can be downloaded to an mp3 player, and listened to by a global audience. In this way, some of the expertise and knowledge is being made available to a much wider audience than simply the student coaches registered and in attendance. The course has the potential to move forward the standards of coaching on a much wider platform.

There are challenges associated with the delivery of the programme. These challenges essentially arise out of the fact that the university is primarily set up for the full-time, younger student, following a traditional two semester format of study. An example would be the challenge of teaching the course over the Easter holiday weekend, when the whole of the rest of the University is away on leave. This impacts on security, opening of rooms, audio-visual support, catering, library access and many other areas. The students are only in attendance for ten days at a time, and many find the course fees a financial burden. Unsurprisingly, the minutes of the Staff Student Liaison Committee show that to have two days (20%) of their stay with reduced services, creates complaints during the formal review process.

Discussion related to the pilot studies

Overall the rank order of the factors for the Japanese judoka is shown in Appendix F. The highest five factors are:

1. The high quality of coaching offered
2. The competitive opportunities available
3. The quality of training facilities
4. Careers advice
5. The access / convenience of coaching support

A total of 16 factors received a score of more than 80 mm. Only nine factors were ranked so highly by the Bath judoka. The “high quality of the coaching” is ranked by both Japanese cohorts as the most important factor in allowing them to pursue their sporting ambitions within an educational system. The results of both universities were highly correlated ($r_s = 0.84$) this is significant at the level $p < 0.0001$. It would be interesting to look at the judo environments at other respected Japanese universities, for example Kokushikan or Tenri to see if their data is also so highly correlated.

Careers advice is a factor which one might not normally expect to see rank so highly as being important to a judo player wanting to pursue their ambitions. In particular it was ranked the second most important factor for women. This may well be of interest to those operating a female Japanese judo environment, and may also point towards issues

related to the role of women in Japan or issues related to the type of women who do judo.

The author discussed this finding with two female Japanese judo players to see whether they could offer any insight into the reason for the result. It was suggested that Japanese society is a male hegemony. Increasingly women are keen to establish equality in the workplace. There are clear career routes for male judoka following their university years. These include, representing a company team as a judo player, becoming a teacher of physical education, or becoming a policeman. The female Japanese players felt that the progression routes for women following a serious study of judo at University were less clear. This lack of clear career routes combined with a new societal pressure to establish themselves in the workplace perhaps gives an insight into the reasons for this unusual finding. The finding may well be explored in the future by a researcher interested in gender issues, or a researcher interested in cultural issues.

Equivalency issues were mentioned in the methodology, and clearly this research was never intended as a comparative study. However, even a brief overview of the data generated by the Bath judoka and the Tokai judoka raises some interesting questions which would provide fruitful opportunities for further research. In designing such research, attempts would be made to establish a degree of cultural and linguistic equivalence so far as that is possible.

One of the interesting findings from this study was the ranking of the factor “other medical support” by the Japanese judoka. At the time of the research it was not clear why this was so much more highly ranked at 13th than with the Bath judoka where it was ranked 32nd. On reflection it may be that the factor “other medical support” when read by the Japanese judoka was interpreted as meaning the medical discipline known as *seifuku*. Seifuku is a respected therapy in Japan, particularly among judoka, which is virtually unknown in both judo and medical circles in the UK. Further research would be required to establish whether indeed this was the case. This difference is one example which demonstrates the importance of cultural equivalence.

The swimmers clearly saw a link between funding and performance. When asked how important they feel factors were in allowing them to achieve their sporting ambitions,

they ranked three financial related factors in the top three. Firstly funds to support living expenses, then competition expenses and then training expenses. The swimmers then rated two facility related factors next with the quality of the facility fourth ranked and the access to the facility through timetabling as fifth most important. Both of these factors were more important to the swimmers than the quality of the coach. At the time of conducting the questionnaire, there were only seven 50 metre swimming pools in the UK, less than in the city of Leipzig, Germany, and so a facility in which to pursue their ambitions is clearly a priority for swimmers. The literature (Bale, 1991) refers to the “Brawn Drain” specifically referring to swimmers who had crossed the Atlantic in search of a US college where they could pursue their sporting ambitions, with access to a 50 metre pool, alongside studying for a degree. Often these swimmers would be in receipt of a financial scholarship to swim for the college. The results of the questionnaire from this study support the proposition that the US colleges were fulfilling the needs of those swimmers.

The Hockey players valued the quality of the coach most highly, but interestingly they ranked in second place the access to a mentor with sports experience. It is felt that this was a service available to the Hockey players at that time which does not seem to have been available to other sports and which the Hockey players clearly valued.

Access to a masseur was ranked relatively highly by the Track & Field athletes, 22 places above the average for the three sports. Again this is likely to be a service which the Track and Field athletes had greater access to. It may also be a sports specific requirement in the same way that training partners are a requirement for both tennis and judo. Track & Field athletes ranked careers advice very low, 14 places lower than the mean for the three sports. It may be that these athletes perceive that they will be able to earn a good living from their sport, and so do not see the value in careers advice. Certainly it would be fair to say that the earning potential of a Track & Field athlete is much higher than a swimmer or hockey player.

Discussion related to services provided to Bath student judoka

Consider now the findings from the questionnaire conducted with the judoka from the University of Bath. When asked how important they feel the following factors have been in allowing them to pursue their sporting ambitions within an educational system, the highest ranked factor was the high quality of coaching offered. This was the highest ranked factor across both genders, and is common with the highest factor ranked by the tennis players and swimmers at the University as well as the judo players in both of the universities in Japan. The judoka questioned had had the experience of being coached by two different head coaches, Roy Inman and Juergen Klinger. A pen portrait of each is provided in the results chapter.

The second and third ranked factors overall were both finance related, access to funds to support training (2nd) and competition (3rd) expenses. The players pay training fees to be part of the Team Bath judo programme, and if they did not have the funds to pay those training fees they would not be able to access many of the other services. The players clearly also see the value of a competition programme in pursuing their sporting ambitions and so value highly the funds to support those competition expenses. As world class players many of the players enter international B level tournaments around Europe which are not World Cup tournaments, and therefore not funded by the National Governing Body. Success in these B tournaments provides a method by which the players can justify selection onto the next tier of tournaments, so is clearly integral to the achievement of their ambitions.

The fourth factor overall is access to and convenience of coaching support. The players recognise that the quality of the coach would be irrelevant if they could not access them. The fifth factor is the availability of training partners. Anecdotally, training partners are considered essential by players, and as already noted, the Team Bath programme has a large training group of over 50 players, the majority with international experience. The questionnaire results demonstrate that the players value their peers in helping to achieve their ambitions. There are some gender differences apparent with the female judoka valuing access to the coach and availability of training partners higher than the two

financial related factors preferred by the males. To unpick this might require an investigation into individual financial circumstances which is beyond the scope of this work.

One point which stood out clearly from the correlations between the factors was the high correlations between all the factors related to what might loosely be defined as sports science support services. These include physiology, psychology, and biomechanics. These factors do not appear to be differentiated in the minds of the players. An individual either values sports science support or doesn't. Although physiological services are ranked higher than access to a sports psychologist, and this is higher ranked than access to biomechanical services. If the player ranks one of the three services higher, then they would rank all three services higher. This has implications about athlete perceptions of sports scientists. The author suggests that this phenomenon might not be clearly understood by those in the sports science services professions. Further applied research to explore the reasons underpinning this would be of value to the community of scientists seeking to support performance sport.

Thus, the four key points to come from this questionnaire were the importance of a quality coach, the importance of training and competition funding, the importance of training partners, and the high correlation between the scores for sports scientists.

The importance of training partners highlights the need for ongoing player recruitment, the need to populate the programme. This recruitment relies on reputation which is informed by the outcomes and achievements of the programme. Thus, if the programme can develop talent and can develop character, then that is likely to impact positively on the recruitment of future players. The importance of training and competition funding, together with the correlations of sports science factors, are indicators of the need to support the programme with a range of services to make a difference. The importance of a quality coach is shown as the highest ranked factor and shows the importance of the leadership of the programme.

Emergent issues, the five themes

Following the results of the case study and the discussion of the main findings, five themes emerge. These are discussed below. The themes are:

1. Sustaining the programme – the value of judo to the University
2. Populating the programme – student and player recruitment
3. Growing the programme – the development of talent and character
4. Supporting the programme – the provision of services to make a difference
5. Leading the programme – the role of the coach

1. Sustaining the programme – the value of Judo to the University

The question emerges as to why the University of Bath would seek to have a judo programme? So it is important to consider the value of judo to the University of Bath. This value could be measured in monetary and non-monetary ways.

Billing (1978) studied the Presidents of NCAA high ranking institutions. He found that they rated highly both the frequency of use and value of sports events and social events associated with sport. The Presidents, (the equivalent of a Vice Chancellor in a UK University) rank ordered the value of athletics (sport) to their Universities.

Firstly they ranked the emotional bonding of students, faculty and alumni to the institution. Secondly they recognised the value of fund-raising. Thirdly they recognised that the overall reputation of the University can be enhanced by sport. Finally they recognised the role that sport can play in increasing admissions applications.

This latter value is borne out by the impact on applications to the University of Bath that followed the successful run of the University of Bath Football Team in the FA Cup Knockout Competition. In the 2002-03 season the Football Club, reached the FA Cup first round proper. This resulted in the home match against Mansfield Town on 22 November 2002 being televised on Sky Sports. The following academic year, for

admission in October 2003, applications to the University of Bath rose by a total of 30%.

Billing, goes on to emphasise the way that US University and College Presidents can use sport within their institution with the statement; “The high visibility which accompanies collegiate athletics provides college Presidents with an important avenue for courting contributors and influencing political leaders.”

Dennis Howell (1994) discussed the role of universities in relation to National Governing Bodies of Sport; “The universities, one of their roles is to equip members of governing bodies of sport to understand these international commercial ramifications and above all to understand the importance that they have to accept responsibility for what’s going on in their sport. Nobody else can.”

Borrett (1991) identified three main reasons why governments invest in sport, by applying this to Universities; one might start to establish some of the motivations. Community benefits to a university may include increased media presence locally. A cementing of their place and role in the locality. Making a contribution to the morale of the local community and fulfilling their perceived social obligations. Also, as large employers, an impact on a reduction of lost work days through illness or injury would be welcomed and could also be seen as an economic benefit. There is considerable evidence for improved productivity of organisations which have a workplace recreation programme. International benefits which accrue to a university through investment in sport include a raising of international profile. This can impact on the ability to recruit and retain quality staff, and to recruit quality students. The impact of an investment in elite sport upon the recruitment of overseas students could also be seen as an economic benefit. The raising in profile that can result can also be used for political ends, whether that is in relation to the local authority, the national funding bodies and decision makers, or international agencies. Economic benefits to a university include the personnel and recruitment benefits outlined above as well as the more direct economic benefits associated with inward investment, either capital or revenue, which come as a direct result of an elite sport agenda.

2. Populating the programme – student and player recruitment

Gissane (2006) noted that the high performance judo players in Bath report that the combination of the educational opportunities and judo, supported by state of the art facilities, is what attracts them there and keeps them there.

Player recruitment is a key pillar underpinning the success of the Team Bath Judo Programme. The Director retains responsibility for this personally. The approach taken is to build strong relationships with significant feeder clubs. These clubs are those which consistently produce Cadet Players capable of national level success. Strong personal relationships with the coaches mean that those coaches will recommend to the players to consider the University of Bath at the appropriate time in their development. Team Bath Judo does not require that the player change club allegiance, and in that way the original coach will still see his club name listed when the player goes on to see further success.

The programme has developed a clear recruitment strategy in relation to high performance players. This means that they always wait for player referrals from a coach, parent or other player. The player wishing to join the programme has to make the first step. This approach means that the programme cannot be accused by other coaches of “poaching” players.

This research has identified evidence linking the provision of coach education to the recruitment of players into the high performance programme, and sometimes as students of the University. This is worthy of further study.

3. Growing the programme – the development of talent and character

The development of talent

This research recognises the difference between Talent Identification, and Talent Development. The issues around Talent Identification for the Team Bath Judo Programme are addressed above within the theme of “Populating the Programme”.

Talent Development relates to the programmes in place to develop that talent towards achieving its potential. The National Association for Gifted Children define Talent Development as;

“Programs, curricula, and services for gifted and talented students that can best meet their needs, promote their achievements in life, and contribute to the enhancement of our society when schools identify students' specific talent strengths and focus educational services on these talents.” (NAGC, 2008)

Discussing the age that sporting talent is manifested; Broom (1980) states; “These are vital years for schooling, and it is not easy to successfully manage the time and energy demands of education and training at the same time.”

Broom (1980) discusses the English public school system. Stating that the weakness lies in the limitations of the sports talent pool which feeds the system. This is an inhibitor to the development of world and Olympic champions. “In spite of the very considerable handicap under which it operates the English public school system has produced some outstanding athletes, and has demonstrated conclusively and consistently over more than a century that students can concurrently achieve excellence in scholarship and sport.”

An English Public school with a strong history in the development of young elite athletes is Millfield. Millfield was founded in 1935, and in the fifteen year period between 1964 and 1979, 137 Millfield pupils attained senior international (over 17 years) selection while still at school in 22 different sports. Millfield are a significant

feeder school to the University of Bath and there is a close relationship between the sports departments in both institutions. The former Chair of the Team Bath Athletes Panel, is a former Millfield Head Boy, and was the leading male Modern Pentathlete in Great Britain. The former Deputy Director of Sport at the University was recruited from Millfield where she held the post as Head of Physical Education.

There are similarities between the Team Bath programmes and the Russian Sports Schools in the 1980s. “The sports schools are staffed by full-time professional coaches, who in some instances spend part of their professional life working in the adult clubs” (Broom 1980.) The considerable expertise and extensive support staff has been identified above as a key feature of this case.

“Each of the nineteen schools in East Germany is now attached to one of twenty-seven elite sports clubs which have been established to produce champion athletes, and which are generously equipped, and staffed by the nation’s best coaches. The developing youngsters thus rub shoulders with some of the world’s finest athletes and are constantly motivated to feats of emulation.” Broom (1980)

“The same Leningrad swimming school has also developed an extensive feeder system among schools and clubs in the city, which direct promising swimmers to the boarding school for examination.” Broom (1980)

In concluding his study of Russian Sports Schools, Broom makes a statement where he could easily be discussing the Team Bath programmes.

“The conclusion of this review is that the mix of highly talented young athletes, expert coaches, and adequate time and facilities is a potent combination when the objective is the development of the highest possible level of athletic performance.” Broom (1980)

Broom, is here discussing a Talent Development system, it would seem that a Talent Development system would be a suitable description of the Team Bath Judo Programme.

However, an additional factor is the balance of sporting and academic achievement. It is recognised at the University of Bath that a sporting career is a short one, even for a highly successful performer. There is a significant emphasis on preparing the athlete to

take their place in society, and for that, a background in sports performance alone is insufficient. This approach can also be seen from UK Sport who fund the ACE (Athlete Career and Education) programme.

“It is increasingly recognised that elite athletes should seek to achieve a balance between sport and other issues such as education, career and personal development.”
ACE UK Report (2001)

Sport as a business is now being asked to take a more responsible attitude (Blann 1991). In particular, Blann believes coaches should be encouraging their respective sporting organisations to “do the right thing” by their athletes and to encourage a more total developmental approach to athletes as people.

Frank Pyke is the former Director of the Queensland Institute of Sport and has reflected on the relationship between sport and education within a talent development environment. Cited in Jobling (1983) he identifies five areas for concern that mean that the situation at the Australian Institute of Sport in Canberra is difficult for student athletes to balance the demands of sport and education.

These are;

- The suitability of selected athletes for education / career opportunity programmes.
- The problem of overseas travel commitments.
- The time available for study.
- The attitude of coaches.
- The duration of the athletic academic programme.

“The transition between school and HE is one of the points at which we lose many of our talented young performers. Between the ages of 16 and 21, 70% of the young athletes who have been identified as talented will drop out of performance sport in the UK. This figure compares poorly with 20- 25% in competitor nations. To address this erosion of sporting talent, the development of young sportspeople in educational settings needs to be planned and co-ordinated so that those with the talent to reach the top of the sporting ladder are given the right conditions within which to fulfil their

potential. That work has started in schools through the piloting of the framework for the development of talented young sportspeople designed by the Youth Sport Trust for DfES and DCMS.” (Cunningham 2001, Page 14)

Heinrichs recognizes that talent development is difficult to predict;

“Player development is not an exact science in which we can predict when a player will be able to compete at the international level. Players need time and opportunities at the national team level to become confident at the training level and then prove him/herself in the international arena.” (Heinrichs, 2007)

For the questionnaire data collection phase the coach of each group was seen as the “gatekeeper”. Hammersley and Atkinson, (1995) define this as an individual who has insider status with a cultural group and who is the initial contact for the researcher and who leads the researcher to the other informants.

The Team Bath Judo Programme seeks to develop talent through a structured approach. One national judo coach referred to the Team Bath Judo Programme as “a machine”. A machine whereby the raw materials are brought in at one end, and from the other end of this sustainable machine emerge judo players of talent, and people of character.

The development of people of character

The overall mission of the Team Bath Judo Programme, that of building people of character, has parallels with the writing of Professor Ryoza Nakamura of Tsukuba University, at the time the Education Director of the International Judo Federation. He opinions that the final aim of judo training and practice is to form the best human beings for society. (Matsumoto and Brousse, 2001)

Goodger (1982) discusses the role of the judoka in post-war Britain in furthering the activity through their commitment to the “sect”.

“The beliefs and religious experiences that were characteristic of the British post-war core judo culture clearly provided a basis for a strong, precise, and “absolute” moral code and intense solidarity. The homogeneity of beliefs and

especially of practices gave little room for doubt as to the interpretations of roles or duties. Individuals had crucially important responsibilities to the group; unless judoka attended formal practices, the value of this most central activity in judo would be lost because the "atmosphere" would suffer and there would be an insufficient range of styles against which to practise; unless judoka fought hard and with courage, often when exhausted or injured, the "spirit" of the practice would be lost and other players would lose their "mountains to climb"; unless judoka behaved with control in the dojo (exercise hall) others would be needlessly injured and the practice of judo brutalised; and unless judoka acted with restraint outside the dojo, judo would fall into disrepute. Duties to the group were, therefore, clear, strongly emphasised and ultimately underpinned by Zen beliefs and sustained by religious experience, for it was these phenomena which gave the group its distinctive identity and intensity of relationships."

Goodger makes a number of very valid points, which essentially come down to developing the players' character, and creating a set of group norms. The Team Bath judo programme attempts to influence these group norms in a number of ways. These include introducing experienced Japanese players into the training group. These players have usually been through rigorous character training during their time at University in Japan. They are usually also some of the strongest players on the mat, and so are respected by the other players. Another way is to contract the other strong players into the system by scholarships, so that in return for the scholarship, the programme can expect certain behaviours to be exhibited.

An example of evidence of the development of character within the Team Bath Judo Programme is the observation of the simple and common practice of bowing, both at the beginning and end of every judo session. With some judo programmes in the UK where the players are training twice per day or more, this practise had fallen into disuse. Its continued prominence in the Team Bath Programme serves to illustrate the emphasis on character development. Matsumoto (1996) makes some relevant points about the bow, explaining that in Judo, correct etiquette and manners, and benevolence toward others are included in the purpose of Judo. He states that the bow symbolises a degree of respect for opponents, humility, and appreciation.

The evidence observed through this study is that the training undertaken by the players in the programme transcends the mere physical definition of training, to encompass the traditional concept of “shugyou” (Matsumoto, 1996, p159). In which players train to recognise the true spirit of judo, to learn appreciation and good manners, and learn a proper attitude for a normal, everyday life.

4. Supporting the programme – the provision of services to make a difference

In order to achieve some of the performance related objectives of the programme a series of services need to be provided for the customer, the judo player, the student-athlete. These services have been explored in detail earlier in this work.

It is clear that the most important service is to continue to provide a high quality of coaching. This has implications for the recruitment, selection and training of the coaching staff. Along with the quality of the coach, goes the access to the coach. This means ensuring that there are sufficient sessions available for players to access alongside their academic commitments.

The questionnaire results also point to the need to provide access to funding; this is an essential requirement if the programme is to continue to flourish. It points to the need for training partners, which can be addressed by a robust recruitment strategy. It also points to the need for appropriate competition opportunities. There are sufficient competitions available across the world, but the challenge relates to the funding of the players to access those competitions, which comes back to the earlier point.

Of course there are other services which are required to support the players to deliver the targets of the programme, but it would seem that the points raised above are the ones that matter, and ensuring the robust delivery of those services should remain a key priority.

Hemery (1986) conducted a study of sporting high achievers, he summarises the importance of support systems thus;

“Having the right support systems for their individual needs provided these achievers with the opportunity to progress. The support systems were important, whether it was mother’s home cooking, a ride to the game, or the opportunity to train provided by a sponsor, be that a club, an educational institution or a benefactor. Facilities were important but meeting the right person at the right time was invaluable.” (Hemery, 1986)

5. Leading the programme - the role of the coach

The factor consistently ranked highest by the respondents is the quality of the coach. In judo the role of the coach possibly has a wider remit than a coach from other sports. An understanding of what roles a coach plays and therefore what is meant by a quality coach is central to this thesis. The coach in judo is traditionally known as “sensei”. Rowold (2006) in his study of leadership in the Martial Arts used the terms coach and sensei synonymously. Neil Ohlenkamp (2002) gives a detailed definition of the judo sensei.

Firstly he discusses the coach as a master, implying a technical master of the activity. Those who have studied judo for only a short time will realise that technical mastery of judo is unobtainable.

“The term sensei includes several levels of meaning. Some martial artists equate it with "master", but this is a meaning that is not used much in Judo circles. As you advance in Judo it becomes very apparent that there are so many techniques and aspects of Judo that it would take a lifetime to learn them all. Mastery seems to stay just out of reach, and it is not something that can easily be achieved or claimed. There are moments of mastery, like when a competitor achieves the elusive effortless ippon (win), but they are fleeting. There is always more to learn, and Judo teachers are usually the first to admit that they are more like beginners than masters.” (Ohlenkamp 2002)

He also identifies the coach as a teacher of life. Stating;

“Most martial artists also consider a sensei to be a life-long guide who provides students with physical, mental and even sometimes spiritual training. In Japan it is quite appropriate to refer to a church leader or spiritual guide as a sensei. It is also appropriate to use the term for teachers in educational institutions, classical arts and crafts, temples, clubs and many other student-teacher relationships. While a Judo sensei must know the techniques of Judo, there is more that can be learned in Judo classes besides physical skills. The lessons learned in Judo training certainly can be applied to all aspects of life. Over three decades my

sensei has shared his wisdom and understanding in many areas. This kind of relationship with a sensei though is quite rare. Students move, Judo clubs close, sensei retire, and it is hard to find an instructor that can provide you with such lessons for a long time.” (Ohlenkamp 2002)

Finally Ohlenkamp describes the sensei as a guide.

“The Japanese word sensei literally means "one who has gone before". This is another way to look at the role of a sensei, and one that I especially identify with. In terms of a martial art, a sensei is the one with more experience who can guide you along the path. My sensei competed extensively and knew what it was like to win and lose. Having demonstrated the required techniques to go through each of the ranks he was competent to help others along the same path. Having studied other martial arts he had an appreciation for the unique lessons of Judo. Being head coach of a large Judo club he saw a lot of students struggling to achieve their best. Having coached winning athletes he knew what it took to be successful. Sharing this knowledge and experience with others is what a sensei is all about. Ken shiki, or the pursuit of knowledge, is an important virtue of Judo practice and it is based on the foundation of the sensei's experience.”

So Ohlenkamp discusses the sensei, or judo coach, as a master, a guide and a teacher of life. This definition has particular relevance for the recruitment of coaches to the Team Bath judo programme.

Gissane (2006) notes;

“The judo programmes are delivered by a team at the University of Bath. Mike works hard to develop a good team around him, with positive working relationships. That is part of his leadership style. The coaches couldn't do the job they are doing if Mike wasn't bringing in the quality players that he has attracted by building up the reputation of the University. And the University of Bath couldn't have the reputation it has if the coach was not of such a high standard. “

Goodger (1982), also draws attention to the role of the judo teacher or coach;

“Thus teachers, because they often saw themselves as having insights which their pupils could only attain through proper teaching and guidance, tended to control strictly the content, sequencing and pacing of their pupils’ activities.” Almost summarising the three roles outlined by Ohlenkamp (2002).

The importance of the role of the coach to young aspiring sportsmen and women should not really come as any surprise to informed readers. This thesis referred earlier to the importance of the report of Sir John Wolfenden back in 1960 on the development of sport in Great Britain. The twentieth recommendations of the Wolfenden Report specifically to the value of coaches and the relationship between sport and education.

“Coaching opportunities in this country should be improved and extended. The present British system has considerable merits, especially that of linking sport closely with school and education.” (Wolfenden 1960)

d’Arripe-Longueville, Fournier and Dubois (1998) looked at the effectiveness of interactions between coaches and athletes in a judo context. Their work also has a cultural dimension, which is drawn out in their paper, dealing as it does with French National Judo Coaches based in the Institut National du Sport et de l’Education Physique (INSEP). They identified six categories of coach interaction strategies. The author has had a number of discussions on this topic with Mr Patrick Roux, who at the time of the d’Arripe-Longueville et al study, was one of the National Coaches at INSEP (Roux, 2008). Of the six strategies, only one, “Developing specific team cohesion” is exhibited within the Team Bath Judo Programme based on the observational evidence. Mr Roux has identified a number of cultural differences between the two systems which are worthy of further study. The approach found in INSEP is described as autocratic, whereas d’Arripe-Longueville et al recognise that a more democratic style is preferable.

The author provides leadership to the programme. Gissane comments on this leadership style in her case study of the programme;

“Mike’s leadership style displays that duality between transformational and transactional leadership which Pearce, Sims Jnr., Cox, Ball, Schnell, Smith and Trevino (2003) described in their work and Sheard and Kakabadse (2004) develop in theirs. Drawing from the work of Kakabadse and Kakabadse, (1999),

(cited in Sheard and Kakabadse, 2004) I believe Mike is an innovative and motivational leader. He is oriented towards ends rather than means, and he communicates his values to those around him, inspiring them to work with him. He has had and continues to have a transforming impact on his area and his thinking time frame is futuristic. He is conscious of the global context in which he operates and is moving his area forward in history. It would be true to describe Mike as a transformational leader in as far as he elicits commitment from his team and he inspires them by showing trust in their abilities and ideas. He allows and indeed, expects creativity and innovation, and it is this aspect of the University judo programme which is building its reputation internationally.”

Smith & Smoll (1997) found that the type of leadership supplied by the coach was a major determinant of the quality of youth sport. This study seems to support that view. The case study evidence clearly points to the quality and quantity of expert coaching as a key feature of this programme. This is also supported by the questionnaire evidence which values the quality of the coach as the most important factor affecting performance of the players. In terms of the development of talent, the third theme identified above, the role of the coach is vital in that they act as guide through the talent development process. They also point the way to the various services provided to facilitate the talent development.

Summary of the Themes

The data collection led to a set of results which were matched into a pattern to provide structure and summarised in the discussion above. Five themes emerged, that of sustaining, populating, growing, supporting and leading the programme.

There is a value to the University of sustaining a judo programme, particularly in relation to community benefits and international benefits. The programme needs to be populated by quality players and quality coaches and staff. Player recruitment is important, is managed by the Director, and is boosted by the engagement with coach education. To be measured by others the programme needs to grow the participants, both in terms of the development of their sporting talent, but also in terms of their

character. One way to influence the development of talent is through the provision of services that make a difference; (supporting the programme) the other is through leadership by quality coaches. Identified by the players as the most important of the services.

The discussion continues in the next section with a consideration of new models to illustrate and describe the case.

Centre of Excellence Models

Having considered the data relating to the Team Bath Judo Programme. It can be said to exhibit a number of features in similar with the three models of centres of excellence, as identified by David Aspin in 1977 and cited in Gorman 1978. These are the Library model, the Supermarket model and the University model.

Aspin describes the Library (or Facilitative) Model, this is where the centre works with the minimum of outside interference. This approach can be seen in the early development of the programme, when the founders had to work in complete conflict with the British Judo Association in order to establish a viable training group. Secondly, Aspin outlines the Supermarket (or Acquisitional) Model, where anyone can come and enjoy a range of goods on offer at the centre. This model is epitomised by the BJA Performance Directors statement in 2005, that the Regional Centres for judo should adopt a “market stall” approach, and attempt to attract players to the centres through promoting the range of coaching, services and facilities available. This approach was embraced by the management of the Team Bath Judo Programme at that time and led to a significant increase in the recruitment of international judo players to the University of Bath academic programmes commencing in the 2006-07 academic year. In the third model, the University (or Dispensatory) Model, Aspin outlines a centre that attracts those who wish to extend their knowledge in the hands of experts. This too can be applied to the case in question. One of the key unique selling points of the Team Bath Judo Programme has been the expertise of Roy Inman, coach to 13 World Champions. Many of the players attracted to the programme have been motivated by a desire to work with him. On his retirement, it was essential that the programme was able to recruit an individual to the Head Coach role that would also attract those wanting to learn from experts. This was achieved with the appointment of Juergen Klinger, and the University Model can still be applied to the Team Bath Judo Programme.

This thesis proposes a fourth model for a centre of excellence in a judo context, that of a Jita Kyoei (or Mutual Welfare and Benefit) Model. This model is one which seeks to develop and empower those who are involved with the centre, on the premise that this will be of long term benefit to the programme. This approach is a longer term strategic

approach compared to the other models, but one which could be seen to have had significant impacts on the success of the Team Bath Judo Programme. An example of this model operating relates to the management of a player KR.

KR was a player looking to qualify for the 2004 Athens Olympic Games. She was a high profile player and a former Junior World Champion. The Director of Judo decided to enter into a contractual relationship with this player whereby he would pay her a scholarship in return for her being an advocate of the programme, and assisting with player recruitment. She was also expected to try her hardest to qualify for the Olympic Games. As the qualification season developed, the results did not go her way, and there came a point around eight months into the arrangement whereby it became clear that she would not be able to qualify the place. She approached the Director of Judo to discuss this and offered to withdraw from the arrangement as she had not kept up her side of the bargain. He decided to continue the arrangement, as she had tried her hardest to qualify. He continued the scholarship and she continued to train with the group for the remaining months as an excellent role model. This approach has started to have longer term benefits to the programme, as this former player has now been elected to the Board of Directors of the British Judo Association, and she is well disposed to supporting the Team Bath programme in the corridors of political power. She also continues to support the recruitment of young players, who see her as a role model, long after the scholarship arrangement has ended.

The development and empowerment of individuals again relates back to the five themes identified above, which emerged from consideration of the results. The jita kyoei model of a Centre of Excellence, sits within a judo context, demands the recruitment of quality individuals, and leads to the development of their talent through leadership by a coach supported by services that make a difference.

A Sports Development model of the Team Bath Judo Programme

In attempting to explain this judo programme the author has considered a number of traditional sports development models. A number of models fail to deal adequately with the relation between participation and performance. The model which attempts to illustrate and explain the transfer of athletes between the performance and recreation spheres is the House of Sport model proposed by Cooke in 1996.

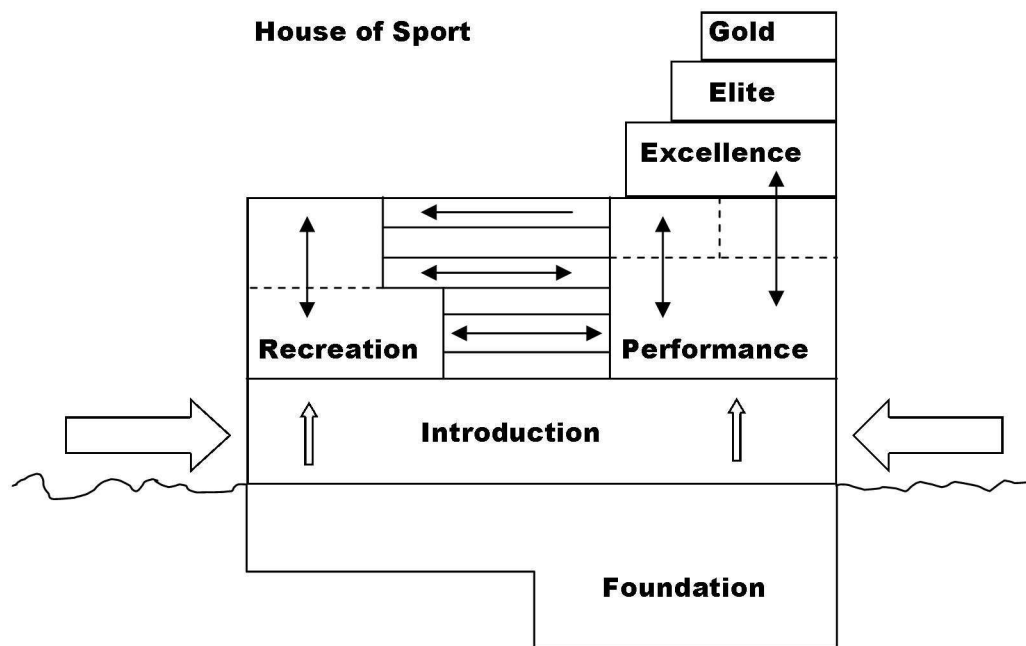


Figure 38: House of Sport (Cooke, 1996)

The author has attempted to take this model and to impose the Team Bath Judo programme to see if this can accurately describe the component parts of the programme. This he has titled the House of Judo.

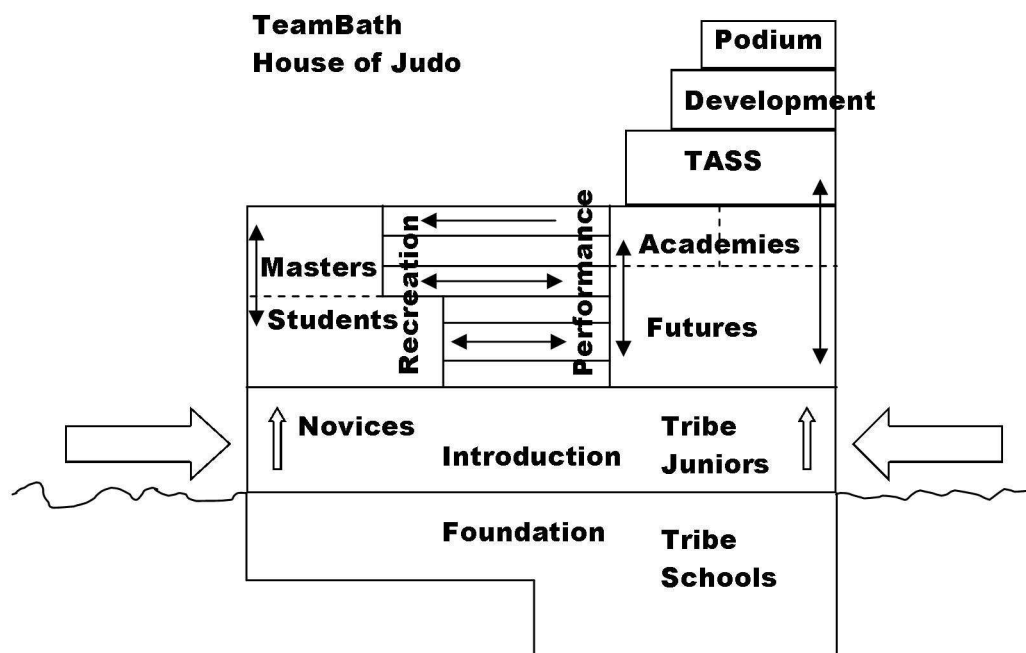


Figure 39: House of Judo

The House of Judo goes some way to outlining the component parts of the Team Bath judo programme. But has two clear omissions. Firstly it omits to illustrate the coach education processes the role of the EJU elite coach education programme within the wider context. It fails to recognise the role of that course in player recruitment. Secondly, it omits the role of the archives, library and research centre, failing to show how those initiatives impact on the academic work of players in their studies, and the relationships with the coach education initiatives and also the information available to coaches and physiologists working with performance players. To address these two omissions the author proposes a new model of sports development, known as the House of Judo Development.

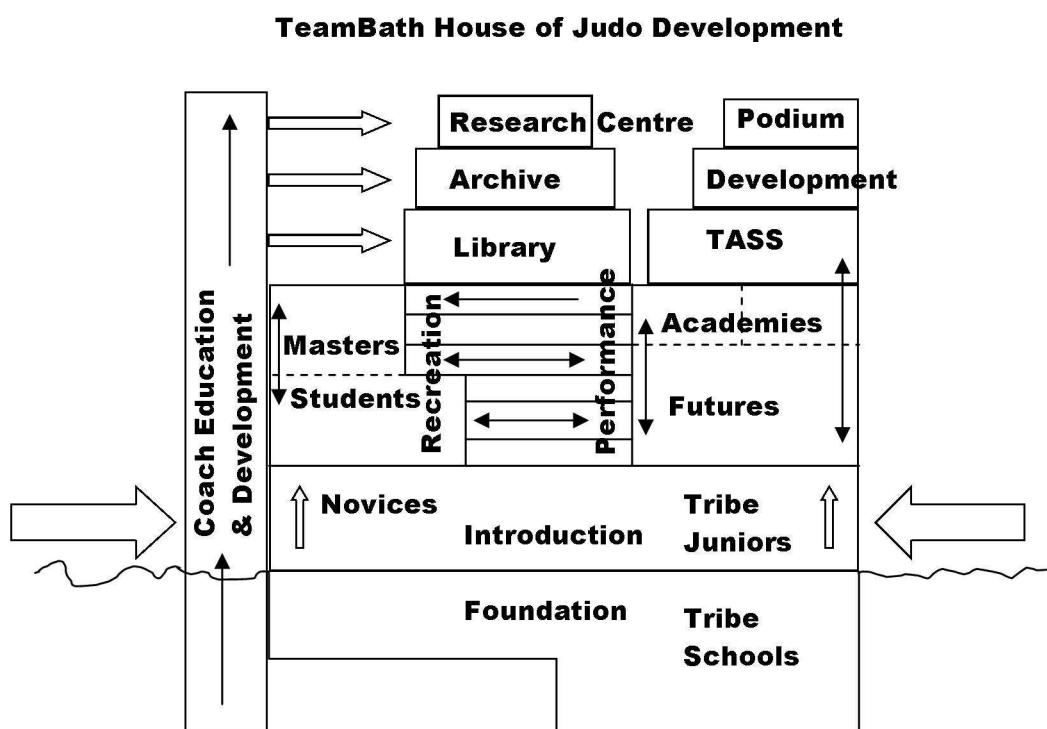


Figure 40: House of Judo Development

This model, the “House of Judo Development”, best fits the structural processes which are apparent in the Team Bath judo programme. The model illustrates the various stages of the programme which have been outlined in this work. The House is underpinned by its foundation, the Tribe Schools programme, alongside that runs the lower levels of coach education and development. Providing opportunities for new and emergent coaches to gain experience and develop skills within a school environment.

At the entrance level the house illustrates the entry into the programme at the beginner level into the Tribe Junior programme or the student novice programme. Both of these lead to upward progression into the Futures programme or the student recreation section. At this first floor level, the participants can select a recreational or a performance pathway. The model illustrates the flow of players between these two pathways. Student recreational players continue upwards to integrate with the Masters players attending for recreational judo needs. The Futures players feed into a variety of Academies, and then upward into the penthouse levels of the House.

At these levels, players progress through the TASS programme, into the Development Squad and upwards finally into the podium Squad, where they are fully funded world-class athletes with medal success in major international competitions.

Alongside the penthouse are two other pillars. Central to the model is the Library floor, whereby the players can access judo related material for their physical, intellectual or moral development. Above that is the Archive, a repository for significant and important material that needs to be preserved for future generations. Atop the Archive is the uppermost floor of this tower, the Research floor, whereby judo related research is generated that can cascade down to the other levels.

Beside all this is a tower that reminds one of a lift shaft; a continuous pipeline that can move easily between floors and access all levels. This is coach education and development. At its highest level it can add to and benefit from the research activities and contribute towards the leadership of Podium level judo players, winning on the international stage. The flow of players from these coaches into the various levels of the programme is also illustrated.

Implications for future research

There are a number of areas of possible future research arising from this thesis.

Some specific results arising from the questionnaires warrant further investigation. Two examples are the high rating given to careers advice by female Japanese players, and the interesting high correlations between the factors related to Sports Science service provision.

A comparative analysis of judo systems in various nations would be valuable. It appears that cultural issues are important, further research could perhaps reveal how important within the context of judo.

The increase in the student and graduate members of the Great Britain Team at 4 successive summer Olympic Games between 1996 and 2004 is an interesting social phenomenon. The reasons for this are worthy of further study and could have major implications for the future government elite sports strategy.

Further research is required into the general area of the resourcing of the student – athlete. During the research period for this thesis the Talented Athlete Scholarship Scheme was introduced in England. Additional research is needed into the outcomes of that scheme and its impact on the resourcing of judo players.

The first part of the original research in this thesis looked at the growth of University judo in the UK. A further study into this area would be a valuable addition to the literature.

This is a case study of a judo specific sports development system. Further case studies of other judo specific sports development systems would be useful. This case study could be the first in a series which will allow the reader to understand the common features of judo development systems.

Implications for judo

This thesis adds to the literature in a number of ways, which are outlined below. In these ways the thesis has implications for the sport of judo.

As stated in the introduction, a Case Study of the sporting environment at the University of Bath over this time period is relevant to a range of academics interested in the processes of Sports Development.

The thesis presents a new model of sports development within a university context, more specifically, a new model of judo development within a university context, “The house of judo development”. This is a valuable addition to the literature. It also provides a benchmark against which other university judo programmes can be compared.

Additionally, the jita kyoei model of a centre of excellence, describes a new way of looking at Centre of Excellence models by emphasising the development and empowerment aspects of those systems, and recognising the long term benefits of that empowerment of individuals.

Included above is considerable original historical research providing background and context to the case. This will be of aid to future historians seeking to chart the chronology of the growth of Kodokan judo within universities.

The embedded questionnaire results provide valuable information regarding the resourcing of the student-athlete. There is also evidence about the value of training partners within judo. In terms of funding resource, to date, training partners have been largely overlooked by sports funding bodies in the UK. This work is the first to chart their value to the performance judo player, and to show this in the context of other services which the player might receive. This evidence could be used effectively by National Judo Federations to bid for funding for training partners to sports funding bodies.

This understanding of the resourcing of the student-athlete will be of benefit to governments, sporting organisations, educational institutions, coaches and athletes. The information can be used to inform policy makers regarding the development of future service provision.

Concluding discussion

The introduction discussed how this work is concerned with how an educational institution has gone about the business of developing the sport of judo. In the form of a case study, and recognising that the system for developing sport at the University of Bath sits within a social and political context. Leading to a contextualisation of the sports development processes applied to the creation of a judo programme in a university environment.

This chapter has summarised the results and drawn links across the sections of the programme, as they were presented in the results. These links have been grouped into five themes which outline for the reader the lessons to be learnt from this case. The themes are encapsulated into a new model of a Centre of Excellence in a judo context. The case is then illustrated as a new model of sports development. The implications of this case have then been presented.

CHAPTER VI CONCLUSIONS

The Team Bath concept evolved from the University of Bath Sports Scholarship scheme, introduced over 25 years ago. The university judo club concept evolved from the educational values of Jigoro Kano over a century ago. The background to this case study set out to explore the origins of service provision for the elite student athlete and to explore the origins of university judo in the UK.

The Department of Culture Media and Sport spoke of; “twin goals of developing sporting excellence and creating recreational sporting hubs in Further and Higher Education establishments” (DCMS, 2001, p. 6). Cunningham (2001) spoke of;

“Encourage best practice in university sports scholarships or through other means of supporting those with sporting talent studying in Further and Higher Education.” He went on to consider; “the role that both sectors could play as service providers to elite athletes and their coaches in fields such as sports science, sports medicine and an enhanced programme of coach development”.

In playing that role as service providers to those with sporting talent, the case study recognises that no-one has asked the athletes, which services actually make a difference to their performance. The question of which services impact on performance cannot be addressed generically, but must be considered in the context of a specific sport, and a specific training group. This thesis addresses that within a broader case study framework, aiming to understand the context and environment which supports judo performance. Hopefully this will be relevant to academics seeking to understand performance sports development.

The aim of this study has been to consider the Team Bath Judo Programme as a single bounded case study; to view the case as a sports development process, and to illustrate the process as a model. Thereby, analysing the structural phases involved in establishing a serious judo environment within a university context. An embedded unit of analysis of this study has been to identify those services which are provided by the University of Bath, in respect of the Team Bath Judo Programme with the aim of supporting the elite “World-Class” judo player. Specifically, which are perceived by the players to have the

greatest impact on their performance? The study sought to place this question within the framework of the historical and sociological development of the programme.

The thesis draws a connecting line from the Social Darwinism of a Bath educated Victorian philosopher (Spencer), through the Muscular Christianity of de Coubertin, and the Jita Kyoei of Kano to the twenty first century Team Bath Judo Programme. A sports development programme developing talent and character, combining sport and education, within a social system.

Sore-made

A judo practice ends with the words, sore-made, meaning “that is all”.

Remember back to the words of the Rt Hon Dennis Howell MP, considering the establishment of the Sports Council in 1964.

“We said that what the world of sports needs, never mind this country, is an institute of sports practice and that it should be based in a university somewhere so that its academic standards were accepted and it should have research facilities available to it.” (Howell, 1994)

It could be seen that the University of Bath under the guidance of Ged Roddy MBE has fulfilled the thoughts of Dennis Howell and David Munrow. The Team Bath Judo programme under the guidance of the author is the realisation of Howells vision in the context of judo, bring together sporting performance, academic standards and research opportunities in judo.

This study has been an attempt to describe the flavour and quality of the programme through the medium of the written word. To paraphrase the words of Gunji Koizumi (in Bowen, 1999); to truly appreciate the Team Bath Judo Programme, you should practise judo there, in that way you can appreciate its goodness.

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APPENDICES

APPENDIX A LETTER TO ATHLETES

Date

Dear Sports Performer

EDUCATIONAL SUPPORT FOR ELITE SPORTS PERFORMERS

I am a Sports Development Manager at the University of Bath, where I am conducting research towards a PhD aimed at improving levels of sports performance.

Many educational institutions now provide systems which allow athletes to train and compete whilst pursuing academic aims. This research is attempting to discover which aspects of those systems are of most benefit to the performers.

Please spare 10 minutes to reflect upon the system you are familiar with and complete the questions enclosed. If you wish to add any further comments please do so on the back. Your time will help ensure that sports performers are given the best possible opportunities to succeed.

Thank you very much indeed for your co-operation.

Yours faithfully

Mike Callan

Sports Development Manager

APPENDIX B QUESTIONNAIRE

FACTORS OF AN EDUCATION SUPPORT SYSTEM FOR ELITE SPORTS PERFORMERS

VERSION 4.0 - April 2001

Mike Callan

| | | | | | |
|------------------------------|----------------------|-------|----------------------|--------------|----------------------|
| Name | <input type="text"/> | Sport | <input type="text"/> | Today's date | <input type="text"/> |
| Educational Institution | <input type="text"/> | Age | <input type="text"/> | Gender | <input type="text"/> |
| Highest Sporting Achievement | <input type="text"/> | | | | |

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

Indicate a point on the line with a cross. The line represents a scale from “not important at all” to “essential”. If a factor does not apply to your situation please tick the box marked “not applicable”.

Coaching Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

| | | | | |
|----|---|----------------------|--------------------------|--------------------------|
| 01 | High quality of coaching offered. | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | Essential | N/A |
| | Not important at all | | | Leave blank |
| 02 | Access / convenience of coaching support | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | Essential | N/A |
| | Not important at all | | | Leave blank |
| 03 | Availability of training partners / teams / squads. | <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | | | Essential | N/A |
| | Not important at all | | | Leave blank |

04 Appropriate competitive opportunities available. ☐ ☐

Not important at all Essential N/A Leave blank

05 Support of the National Governing Body of Sport . ☐ ☐

Not important at all Essential N/A Leave blank

Medical Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

06 Access to physiotherapy ☐ ☐

Not important at all Essential N/A Leave blank

07 Access to a sports doctor ☐ ☐

Not important at all Essential N/A Leave blank

08 Access to a masseur ☐ ☐

Not important at all Essential N/A Leave blank

09 Access to a general practitioner (GP) doctor ☐ ☐

Not important at all Essential N/A Leave blank

10 Access to other medical support (Please specify) ☐ ☐

Not important at all Essential N/A Leave blank

Sports Science Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

11 Access to a sports psychologist.

☐☐

Not important at all

Essential

N/A

Leave blank

12 Physiological services and fitness testing.

☐☐

Not important at all

Essential

N/A

Leave blank

13 Biomechanical analysis services

☐☐

Not important at all

Essential

N/A

Leave blank

14 Video analysis of techniques

☐☐

Not important at all

Essential

N/A

Leave blank

15 Nutritional and dietary services.

☐☐

Not important at all

Essential

N/A

Leave blank

16 Meteorological services (RYA sailors only)

☐☐

Not important at all

Essential

N/A

Leave blank

Academic Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

17 Extended time to complete the academic course.

☐☐

Not important at all

Essential

N/A

Leave blank

18 Sympathetic timetabling of classes.

Not important at all Essential N/A Leave blank

19 Altered examination or assessment dates.

Not important at all Essential N/A Leave blank

20 Access to an academic mentor or tutor.

Not important at all Essential N/A Leave blank

21 Access to a mentor with sports experience

Not important at all Essential N/A Leave blank

Financial Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

22 Access to funds to support training expenses.

Not important at all Essential N/A Leave blank

23 Access to funds to support competition expenses.

Not important at all Essential N/A Leave blank

24 Access to funds to support other living expenses.

Not important at all Essential N/A Leave blank

25 Support from a sponsor.

Not important at all Essential N/A Leave blank

26 Equipment supplied.

Not important at all Essential N/A Leave blank

Facilities Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

27 Quality of training facilities.

Not important at all Essential N/A Leave blank

28 Proximity of training facilities.

Not important at all Essential N/A Leave blank

29 Access to training facilities through timetabling.

Not important at all Essential N/A Leave blank

30 Accommodation facilities.

Not important at all Essential N/A Leave blank

31 Shared accommodation with other sports people .

Not important at all Essential N/A Leave blank

Other Support

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system.

32 Recognition of achievements, honours, colours, etc.

Not important at all Essential N/A Leave blank

5



Essential

Leave blank

10



Essential

Leave blank

7



Essential

Leave blank

5



Essential

Leave blank

10



Essential

Leave blank

5



Essential

Leave blank

| |
|--|
| |
|--|

Thank you for taking the time to complete this questionnaire.
Please return it in the envelope provided.

APPENDIX C SPORTS FACILITIES AT THE UNIVERSITY OF BATH

MARCH 2002

Facilities

The University has an extensive range of sports and recreation facilities.

The Sports Hall - a multi-purpose hall (8 badminton courts), 4 squash courts, weight training room, 196 sq m judo mat, with an adjacent trim trail, and 25 m swimming pool.

The Sports Training Village - a floodlit 8 lane athletics track, 2 synthetic grass pitches, 50 m swimming pool, 4 court tennis hall, fitness & conditioning suite, 2 hypoxic tanks, 8 acrylic outdoor tennis courts, 2 clay courts, and extensive rugby and football pitches.

The Sulis Sports Club - a multi-purpose hall with aluminium fencing pistes, a gymnasium and sauna, snooker room, a multi-purpose room with pistol targets, cricket square and nets, a bowling green, 3 outdoor tennis courts, and various pitches.

An English Institute of Sport is based at the University and with support from the National Lottery additional facilities are expected to be completed by 2002 - a 140 m indoor running track, 4 court tennis hall, bobsleigh push start track, 4 mat judo dojo, 8 piste fencing salle, shooting range, plyometrics hall, extensive strength & conditioning hall, large multi-purpose hall (4 netball courts), and associated sports science support facilities.

The Human Performance & Fitness Centre

The Centre provides a sports science support service to any performer who feels he/she would benefit from specialist advice. There is a comprehensive fitness testing, physiotherapy and sports massage service to all students. The Centre also provides physiological assessments, advice on appropriate training methods and preparation for competition, nutritional and dietary analysis and psychological counselling. Doctors with specialist knowledge of sports injuries are available to advise on rehabilitation.

MARCH 2006

Facilities

The University has an extensive range of sports and recreation facilities:

- The Founders Complex – a multi-purpose hall (8 badminton courts), 4 squash courts, weight training room and 25m swimming pool.
- The Sports Training Village – a floodlit 8 lane athletics track, 2 synthetic grass pitches, 50m swimming pool, 8 court indoor tennis hall and 8 acrylic and 2 clay outdoor tennis courts, fitness & conditioning suite, multi-purpose hall (12 badminton courts), 300sq m judo dojo, 8 fencing pistes, 16 station air pistol range, indoor athletics hall and 132m sprint straight, a bobsleigh/skeleton push track, and extensive rugby and football pitches.
- The Sulis Sports Club – a multi-purpose hall, a gymnasium and sauna, snooker room, a cricket square and nets, a bowling green, 3 outdoor tennis courts, and various pitches.

The Human Performance & Fitness Centre

The Centre provides a sports science support service to any performer who feels he/she would benefit from specialist advice. There is a comprehensive fitness testing, physiotherapy and sports massage service available to all students. The Centre also provides physiological assessments, advice on appropriate training methods and preparation for competition, nutritional and dietary analysis and psychological counselling. Also available is a hydrotherapy suite and video analysis services. Doctors with specialist knowledge of sports injuries are available to advise on rehabilitation.

APPENDIX D RANKING BY JAPANESE JUDOKA - CATEGORISED BY UNIVERSITY

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system:

| TSUKUBA RANK | | | | TOKAI RANK | | |
|----------------------|--------------|---------|------|----------------------|--------------|-------|
| Description | | Tsukuba | | Description | | Tokai |
| | Mean (mm) | SD | rank | | Mean (mm) | SD |
| Quality coach | 94.96 | 7.26 | 1 | Quality coach | 92.14 | 12.92 |
| Competition | 93.82 | 7.17 | 2 | Quality facilities | 89.54 | 21.55 |
| Access coach | 91.25 | 13.38 | 3 | Equipment | 88.25 | 14.27 |
| Careers | 90.68 | 14.4 | 4 | Competition | 87.32 | 20.14 |
| Quality facilities | 89.75 | 13.87 | 5 | Sports Doctor | 86.85 | 13.72 |
| Nutrition | 87.86 | 17.2 | 6 | Careers | 86.46 | 17.94 |
| NGB support | 86.86 | 18.6 | 7 | Proximity facilities | 85.39 | 23.92 |
| Proximity facilities | 86.14 | 16.92 | 8 | Training partners | 85.32 | 21.72 |
| Sports mentor | 86.11 | 13.88 | 9 | Access coach | 85.25 | 18.91 |
| Physiotherapy | 85.64 | 19.8 | 10 | Competition funds | 84.89 | 19.62 |
| Sports Doctor | 84.59 | 20.8 | 11 | Nutrition | 84.64 | 16.61 |
| Training partners | 84.54 | 19.19 | 12 | Other medical | 83.43 | 16.04 |
| Competition funds | 84.52 | 14.46 | 13 | Accommodation | 82.07 | 21.4 |
| Other medical | 84.11 | 21.52 | 14 | Sponsor | 81.04 | 26.55 |
| Training funds | 83.11 | 17.08 | 15 | Sports mentor | 79.68 | 23.06 |
| Equipment | 83.04 | 19.12 | 16 | Training funds | 78.32 | 23.92 |
| Media | 82.50 | 19.76 | 17 | NGB support | 78.07 | 23.61 |
| Living funds | 81.48 | 17.80 | 18 | Physiotherapy | 77.23 | 16.92 |
| Psychology | 78.89 | 25.14 | 19 | Marketing opps | 76.85 | 19.62 |
| Physiology | 78.59 | 23.05 | 20 | Other support | 76.62 | 18.78 |
| Sponsor | 78.15 | 18.86 | 21 | Living funds | 76.04 | 27.36 |
| Marketing opps | 77.74 | 19.96 | 22 | Access facility time | 72.96 | 33.8 |

| | | | | | | |
|----------------------|-------|-------|----|----------------------|-------|-------|
| Access facility time | 75.86 | 20.58 | 23 | Psychology | 70.36 | 22.82 |
| Honours | 75.70 | 24.43 | 24 | Media | 67.17 | 25.61 |
| Other support | 75.55 | 21.50 | 25 | Class timetable | 66.72 | 27.63 |
| Biomechanics | 74.78 | 25.75 | 26 | Physiology | 66.61 | 27.11 |
| Academic mentor | 71.54 | 26.88 | 27 | Honours | 64.41 | 34.47 |
| Finance advice | 71.11 | 22.89 | 28 | Altered exam | 63.31 | 25.97 |
| Accommodation | 70.61 | 23.77 | 29 | Training diary | 62.81 | 27.51 |
| Class timetable | 70.54 | 29.66 | 30 | Academic mentor | 59.92 | 32.95 |
| Training diary | 66.79 | 24.12 | 31 | Finance advice | 57.60 | 28.03 |
| Altered exam | 63.68 | 26.54 | 32 | Biomechanics | 48.88 | 22.02 |
| Sports accommodation | 61.46 | 26.95 | 33 | Sports accommodation | 46.60 | 35.6 |
| Extra time | 44.12 | 34.25 | 34 | Extra time | 33.80 | 33.7 |

APPENDIX E RANKING BY JAPANESE JUDOKA - CATEGORISED BY GENDER

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system:

| FEMALE RANK | | | | MALE RANK | | |
|----------------------|--------------|----|------|----------------------|--------------|----|
| Description | Female | | | Description | Male | |
| | Mean (mm) | SD | rank | | Mean (mm) | SD |
| Quality coach | 96.70 | | 1 | Quality coach | 92.87 | |
| Careers | 95.10 | | 2 | Competition | 90.41 | |
| Doctor | 94.20 | | 3 | Quality facilities | 89.57 | |
| Nutrition | 92.40 | | 4 | Access coach | 88.17 | |
| Competition | 91.30 | | 5 | Careers | 87.15 | |
| Proximity facilities | 90.90 | | 6 | Equipment | 85.93 | |
| Quality facilities | 90.00 | | 7 | Nutrition | 84.91 | |
| Physiotherapy | 89.22 | | 8 | Proximity facilities | 84.65 | |
| Training partners | 88.70 | | 9 | Training partners | 84.11 | |
| Access coach | 88.60 | | 10 | Competition funds | 83.98 | |
| Competition funds | 87.90 | | 11 | Doctor | 83.80 | |
| Other medical | 87.30 | | 12 | Other medical | 82.98 | |
| Sports mentor | 85.90 | | 13 | NGB support | 82.26 | |
| Training funds | 84.90 | | 14 | Sports mentor | 82.24 | |
| Equipment | 84.30 | | 15 | Sponsor | 80.49 | |
| NGB support | 83.40 | | 16 | Physiotherapy | 80.07 | |
| Access facility time | 83.40 | | 16 | Training funds | 79.73 | |
| Physiology | 81.30 | | 18 | Living funds | 79.51 | |
| Other support | 81.00 | | 19 | Marketing opps | 77.69 | |
| Accommodation | 79.10 | | 20 | Media | 75.93 | |
| Psychology | 75.90 | | 21 | Accommodation | 75.74 | |
| Living funds | 75.80 | | 22 | Other support | 75.15 | |
| Sponsor | 75.70 | | 23 | Psychology | 74.24 | |

| | | | | | | |
|----------------------|-------|--|----|----------------------|-------|--|
| Marketing opps | 75.33 | | 24 | Access facility time | 72.44 | |
| Training diary | 73.90 | | 25 | Honours | 71.58 | |
| Media | 72.63 | | 26 | Physiology | 70.53 | |
| Finance advice | 66.13 | | 27 | Class timetable | 70.17 | |
| Biomechanics | 64.88 | | 28 | Academic mentor | 66.58 | |
| Academic mentor | 62.78 | | 29 | Finance advice | 64.34 | |
| Honours | 62.44 | | 30 | Altered exam | 64.09 | |
| Altered exam | 60.56 | | 31 | Training diary | 62.82 | |
| Sports accommodation | 60.00 | | 32 | Biomechanics | 61.86 | |
| Class timetable | 59.29 | | 33 | Sports accommodation | 53.32 | |
| Extra time | 54.43 | | 34 | Extra time | 36.61 | |

APPENDIX F RANKING OF FACTORS BY JAPANESE JUDOKA - OVERALL

Please indicate how important you feel the following factors have been in allowing you to pursue your sporting ambitions within an educational system:

| Factors | Mean (mm) | rank |
|---|-----------|------|
| High quality of coaching offered | 93.55 | 1 |
| Competitive opportunities available | 90.57 | 2 |
| Quality of training facilities | 89.64 | 3 |
| Careers advice | 88.57 | 4 |
| Access / convenience of coaching support | 88.25 | 5 |
| Nutritional and dietary services | 86.25 | 6 |
| Proximity of training facilities | 85.77 | 7 |
| Access to a doctor | 85.72 | 8 |
| Equipment supplied | 85.64 | 9 |
| Availability of training partners / teams / squads | 84.93 | 10 |
| Access to funds to support competition expenses | 84.70 | 11 |
| Access to other medical support | 83.76 | 12 |
| Access to a mentor with sports experience | 82.89 | 13 |
| Support of the National Governing Body of Sport | 82.46 | 14 |
| Access to physiotherapy | 81.59 | 15 |
| Access to funds to support training expenses. | 80.67 | 16 |
| Support from a sponsor | 79.62 | 17 |
| Access to funds to support other living expenses | 78.81 | 18 |
| Marketing and promotion opportunities | 77.30 | 19 |
| Accommodation facilities | 76.34 | 20 |
| Any other support received (please specify) | 76.13 | 21 |
| Media advice | 75.42 | 22 |
| Sports Psychology services | 74.55 | 23 |
| Access to training facilities through timetabling | 74.44 | 24 |
| Physiological services and fitness testing | 72.49 | 25 |
| Recognition of achievements, honours, colours, etc. | 70.06 | 26 |
| Sympathetic timetabling of classes | 68.74 | 27 |
| Access to an academic mentor or tutor | 65.94 | 28 |
| The use of a training diary | 64.84 | 29 |
| Financial management advice | 64.62 | 30 |
| Altered examination or assessment dates | 63.50 | 31 |
| Biomechanical analysis services | 62.33 | 32 |
| Shared accommodation with other sports people | 54.45 | 33 |
| Extended time to complete the academic course | 39.06 | 34 |

APPENDIX G RANKING OF FACTORS BY BATH SWIMMERS - OVERALL

| Ref | Description | Bath Swimming | |
|-------|----------------------|---------------|------|
| | | Mean (mm) | rank |
| cs01 | Quality coach | 94.29 | 6 |
| cs02 | Access coach | 94.29 | 6 |
| cs03 | Training partners | 69.57 | 16 |
| cs04 | Competition | 87.57 | 9 |
| cs05 | NGB support | 85.50 | 11 |
| ms06 | Pysiotherapy | 63.86 | 22 |
| ms07 | Sports Doctor | 59.14 | 27 |
| ms08 | Masseur | 48.14 | 32 |
| ms09 | GP | 69.43 | 17 |
| ms10 | Other medical | 34.67 | 35 |
| ss11 | Psychology | 37.80 | 33 |
| ss12 | Physiology | 65.50 | 20 |
| ss13 | Biomechanics | 33.60 | 36 |
| ss14 | Video | 62.71 | 23 |
| ss15 | Nutrition | 56.00 | 30 |
| as17 | Extra time | 85.33 | 12 |
| as18 | Class timetable | 93.67 | 8 |
| as19 | Altered exam | 84.83 | 13 |
| as20 | Academic mentor | 77.00 | 14 |
| as21 | Sports mentor | 35.20 | 34 |
| fis22 | Training funds | 98.00 | 3 |
| fis23 | Competition funds | 98.29 | 2 |
| fis24 | Living funds | 98.67 | 1 |
| fis25 | Sponsor | 61.00 | 25 |
| fis26 | Equipment | 68.00 | 18 |
| fas27 | Quality facilities | 95.14 | 4 |
| fas28 | Proximity facilities | 86.14 | 10 |
| fas29 | Access facility time | 95.00 | 5 |
| fas30 | Accommodation | 67.00 | 19 |
| fas31 | Sports accommodation | 56.60 | 29 |
| os32 | Honours | 59.50 | 26 |
| os33 | Media | 56.80 | 28 |
| os34 | Careers | 72.75 | 15 |
| os35 | Finance advice | 62.25 | 24 |
| os36 | Time management | 52.50 | 31 |
| os37 | Marketing opps | 64.75 | 21 |

APPENDIX H RANKING OF FACTORS BY UNIVERSITY OF BATH SWIMMERS, HOCKEY PLAYERS AND TRACK AND FIELD ATHLETES, OVERALL

| Ref | Description | Bath All Sports | |
|-------|-------------------------|-----------------|------|
| | | Mean (mm) | rank |
| cs01 | Quality coach | 95.53 | 1 |
| fas27 | Quality facilities | 93.33 | 2 |
| fis24 | Living funds | 93.14 | 3 |
| fis22 | Training funds | 93.07 | 4 |
| fas29 | Access facility time | 91.67 | 5 |
| cs02 | Access coach | 91.00 | 6 |
| fis23 | Competition funds | 91.00 | 6 |
| as18 | Class timetable | 89.93 | 8 |
| cs05 | NGB support | 87.07 | 9 |
| fas28 | Proximity facilities | 86.13 | 10 |
| cs04 | Competition | 83.27 | 11 |
| as19 | Altered exam | 82.36 | 12 |
| as17 | Extra time | 80.36 | 13 |
| ms06 | Pysiotherapy | 77.20 | 14 |
| fis26 | Equipment | 75.57 | 15 |
| fis25 | Sponsor | 74.42 | 16 |
| cs03 | Training partners | 73.20 | 17 |
| ss14 | Video | 72.29 | 18 |
| as20 | Academic mentor | 70.86 | 19 |
| os34 | Careers | 69.33 | 20 |
| ms07 | Sports Doctor | 68.27 | 21 |
| fas30 | Accommodation | 67.31 | 22 |
| ss15 | Nutrition | 66.67 | 23 |
| ss12 | Physiology | 66.43 | 24 |
| os36 | Time management | 63.50 | 25 |
| os33 | Media | 62.69 | 26 |
| ms09 | GP | 62.00 | 27 |
| as21 | Sports mentor | 60.62 | 28 |
| os32 | Honours | 60.29 | 29 |
| os35 | Finance advice | 59.17 | 30 |
| ms08 | Masseur | 57.73 | 31 |
| os37 | Marketing opportunities | 56.83 | 32 |
| fas31 | Sports accommodation | 52.85 | 33 |
| ss11 | Psychology | 51.50 | 34 |
| ss13 | Biomechanics | 48.18 | 35 |
| ms10 | Other medical | 40.00 | 36 |

APPENDIX I RANKING OF FACTORS BY UNIVERSITY OF BATH SWIMMERS, HOCKEY PLAYERS AND TRACK AND FIELD ATHLETES, COMPARISON

| Ref | Description | Bath Hockey | | | Bath Swim | | | Bath T & F | | | Overall | |
|-------|-------------------|-------------|------|------|-----------|------|------|------------|------|------|-----------|------|
| | | Mean (mm) | rank | diff | Mean (mm) | rank | diff | Mean (mm) | rank | diff | Mean (mm) | rank |
| cs01 | Quality coach | 99.7 | 1 | 0 | 94.3 | 6 | -5 | 94.5 | 4 | -3 | 96.2 | 1 |
| cs02 | Access coach | 85.7 | 9 | -2 | 94.3 | 6 | 1 | 89.3 | 11 | -4 | 89.7 | 7 |
| cs03 | Training partners | 72.0 | 22 | -4 | 69.6 | 16 | 2 | 76.8 | 20 | -2 | 72.8 | 18 |
| cs04 | Competition | 67.0 | 24 | -12 | 87.6 | 9 | 3 | 89.5 | 10 | 2 | 81.4 | 12 |
| cs05 | NGB support | 79.7 | 15 | -5 | 85.5 | 11 | -1 | 95.5 | 2 | 8 | 86.9 | 10 |
| ms06 | Physiotherapy | 93.7 | 6 | 5 | 63.9 | 22 | -11 | 93.3 | 5 | 6 | 83.6 | 11 |
| ms07 | Sports Doctor | 71.0 | 23 | -3 | 59.1 | 27 | -7 | 85.0 | 14 | 6 | 71.7 | 20 |
| ms08 | Masseur | 40.7 | 33 | -5 | 48.1 | 32 | -4 | 92.5 | 6 | 22 | 60.4 | 28 |
| ms09 | GP | 37.3 | 34 | -5 | 69.4 | 17 | 12 | 73.8 | 23 | 6 | 60.2 | 29 |
| ms10 | Other medical | | #N/A | #N/A | 34.7 | 35 | 1 | 61.0 | 35 | 1 | 47.8 | 36 |
| ss11 | Psychology | 52.5 | 29 | 5 | 37.8 | 33 | 1 | 72.5 | 25 | 9 | 54.3 | 34 |
| ss12 | Physiology | 65.0 | 25 | -3 | 65.5 | 20 | 2 | 77.0 | 19 | 3 | 69.2 | 22 |
| ss13 | Biomechanics | 74.0 | 20 | 12 | 33.6 | 36 | -4 | 67.5 | 31 | 1 | 58.4 | 32 |
| ss14 | Video | 94.5 | 5 | 11 | 62.7 | 23 | -7 | 78.0 | 18 | -2 | 78.4 | 16 |
| ss15 | Nutrition | 63.5 | 26 | -3 | 56.0 | 30 | -7 | 83.8 | 15 | 8 | 67.8 | 23 |
| as17 | Extra time | 84.3 | 10 | 5 | 85.3 | 12 | 3 | 68.0 | 30 | -15 | 79.2 | 15 |
| as18 | Class timetable | 95.3 | 4 | 2 | 93.7 | 8 | -2 | 80.5 | 17 | -11 | 89.8 | 6 |
| as19 | Altered exam | 82.3 | 12 | 1 | 84.8 | 13 | 0 | 76.8 | 20 | -7 | 81.3 | 13 |
| as20 | Academic mentor | 74.0 | 20 | 1 | 77.0 | 14 | 7 | 60.3 | 36 | -15 | 70.4 | 21 |
| as21 | Sports mentor | 97.3 | 2 | 23 | 35.2 | 34 | -9 | 69.0 | 27 | -2 | 67.2 | 25 |
| fis22 | Training funds | 83.3 | 11 | -6 | 98.0 | 3 | 2 | 91.5 | 7 | -2 | 90.9 | 5 |

| | | | | | | | | | | | | |
|-------|----------------------|------|----|-----|------|----|----|------|----|-----|------|----|
| fis23 | Competition funds | 76.0 | 19 | -10 | 98.3 | 2 | 7 | 89.3 | 11 | -2 | 87.8 | 9 |
| fis24 | Living funds | 77.7 | 16 | -12 | 98.7 | 1 | 3 | 97.0 | 1 | 3 | 91.1 | 4 |
| fis25 | Sponsor | 77.0 | 18 | -1 | 61.0 | 25 | -8 | 91.3 | 8 | 9 | 76.4 | 17 |
| fis26 | Equipment | 81.7 | 13 | 1 | 68.0 | 18 | -4 | 88.0 | 13 | 1 | 79.2 | 14 |
| fas27 | Quality facilities | 90.7 | 7 | -5 | 95.1 | 4 | -2 | 95.3 | 3 | -1 | 93.7 | 2 |
| fas28 | Proximity facilities | 90.3 | 8 | 0 | 86.1 | 10 | -2 | 91.3 | 8 | 0 | 89.2 | 8 |
| fas29 | Access facility time | 97.0 | 3 | 0 | 95.0 | 5 | -2 | 83.3 | 16 | -13 | 91.8 | 3 |
| fas30 | Accommodation | 59.3 | 28 | -2 | 67.0 | 19 | 7 | 74.0 | 22 | 4 | 66.8 | 26 |
| fas31 | Sports accommodation | 36.7 | 35 | 0 | 56.6 | 29 | 6 | 65.3 | 32 | 3 | 52.8 | 35 |
| os32 | Honours | 47.0 | 31 | 0 | 59.5 | 26 | 5 | 69.0 | 27 | 4 | 58.5 | 31 |
| os33 | Media | 60.7 | 27 | 0 | 56.8 | 28 | -1 | 73.5 | 24 | 3 | 63.7 | 27 |
| os34 | Careers | 80.3 | 14 | 5 | 72.8 | 15 | 4 | 64.8 | 33 | -14 | 72.6 | 19 |
| os35 | Finance advice | 48.3 | 30 | 0 | 62.3 | 24 | 6 | 68.3 | 29 | 1 | 59.6 | 30 |
| os36 | Time management | 77.7 | 16 | 8 | 52.5 | 31 | -7 | 72.5 | 25 | -1 | 67.6 | 24 |
| os37 | Marketing opps | 41.3 | 32 | 1 | 64.8 | 21 | 12 | 64.3 | 34 | -1 | 56.8 | 33 |

APPENDIX J RANKING OF FACTORS BY UNIVRSITY OF BATH JUDOKA, CATEGORISED BY GENDER

| Female | Female | Factors | Male | Male |
|-----------|---------|----------------------|---------|-----------|
| Mean (mm) | Ranking | | Ranking | Mean (mm) |
| 93 | 1 | Quality coach | 1 | 91 |
| 90 | 2 | Access coach | 5 | 85 |
| 90 | 2 | Training partners | 7 | 82 |
| 85 | 7 | Competition | 8 | 80 |
| 81 | 10 | NGB support | 16 | 73 |
| 67 | 17 | Physiotherapy | 24 | 63 |
| 61 | 21 | Sports Doctor | 26 | 61 |
| 41 | 33 | Masseur | 33 | 51 |
| 47 | 30 | GP | 29 | 56 |
| 47 | 31 | Other medical | 36 | 33 |
| 54 | 26 | Psychology | 31 | 55 |
| 60 | 23 | Physiology | 25 | 62 |
| 44 | 32 | Biomechanics | 35 | 43 |
| 67 | 16 | Video | 22 | 66 |
| 61 | 22 | Nutrition | 13 | 76 |
| 80 | 11 | Extra time | 18 | 71 |
| 84 | 8 | Class timetable | 6 | 83 |
| 84 | 9 | Altered exam | 11 | 77 |
| 66 | 18 | Academic mentor | 18 | 71 |
| 66 | 19 | Sports mentor | 15 | 74 |
| 86 | 4 | Training funds | 3 | 88 |
| 86 | 6 | Competition funds | 2 | 88 |
| 79 | 12 | Living funds | 4 | 87 |
| 62 | 20 | Sponsor | 9 | 80 |
| 52 | 28 | Equipment | 20 | 71 |
| 70 | 15 | Quality facilities | 14 | 76 |
| 74 | 14 | Proximity facilities | 12 | 76 |
| 86 | 5 | Access facility time | 16 | 73 |
| 78 | 13 | Accommodation | 10 | 78 |
| 38 | 36 | Sports accommodation | 34 | 49 |
| 55 | 25 | Honours | 32 | 51 |
| 39 | 35 | Media | 30 | 56 |
| 48 | 29 | Careers | 21 | 68 |
| 55 | 24 | Finance advice | 23 | 64 |
| 54 | 27 | Time management | 27 | 60 |
| 40 | 34 | Marketing opps | 28 | 59 |

APPENDIX K RANKING OF FACTORS BY UNIVERSITY OF BATH JUDOKA - OVERALL

| Description | Mean (mm) | Rank |
|---|-----------|------|
| High quality of coaching offered | 92 | 1 |
| Access to funds to support training expenses | 87 | 2 |
| Access to funds to support competition expenses | 87 | 3 |
| Access/convenience of coaching support | 87 | 4 |
| Availability of training partners | 85 | 5 |
| Access to funds to support living expenses | 83 | 6 |
| Sympathetic timetabling of classes | 83 | 7 |
| Appropriate competition opportunities | 82 | 8 |
| Altered examination or assessment dates | 80 | 9 |
| Access to training facilities through timetabling | 78 | 10 |
| Accommodation facilities | 78 | 11 |
| Support of the NGB | 77 | 12 |
| Proximity of training facilities | 75 | 13 |
| Extended time to complete academic course | 75 | 14 |
| Quality of training facilities | 73 | 15 |
| Support from a sponsor | 72 | 16 |
| Access to a mentor with sports experience | 70 | 17 |
| Nutrition | 69 | 18 |
| Access to an academic mentor | 69 | 19 |
| Access to physiotherapy | 65 | 20 |
| Equipment supplied | 63 | 21 |
| Access to a Sports Doctor | 61 | 22 |
| Physiological services and fitness testing | 61 | 23 |
| Financial management advice | 60 | 24 |
| Careers advice | 59 | 25 |
| Access to a sports psychologist | 55 | 26 |
| Recognition of achievements, honours | 53 | 27 |
| Marketing & promotion opportunities | 51 | 28 |
| Public Relations & media advice | 49 | 29 |
| Shared accommodation with other sports people | 44 | 30 |
| Biomechanical analysis services | 43 | 31 |
| Other medical support | 40 | 32 |

APPENDIX L COMPARISON OF RANKING OF FACTORS BY UNIVERSITY OF BATH JUDOKA AND TOKAI UNIVERSITY JUDOKA

| | | Tokai Judo | | Bath Judo | |
|-------|----------------------|------------|------|-----------|------|
| | | Mean (mm) | Rank | Mean (mm) | Rank |
| cs01 | Quality coach | 91.85 | 1 | 91.94 | 1 |
| cs02 | Access coach | 84.70 | 9 | 86.94 | 4 |
| cs03 | Training partners | 84.78 | 8 | 85.25 | 5 |
| cs04 | Competition | 86.85 | 4 | 82.38 | 8 |
| cs05 | NGB support | 77.26 | 16 | 76.69 | 12 |
| ms07 | Physiotherapy | 74.00 | 20 | 65.00 | 20 |
| ms08 | Sports Doctor | 86.35 | 5 | 60.94 | 22 |
| ms09 | Other medical | 80.96 | 13 | 39.75 | 32 |
| ss10 | Psychology | 69.04 | 22 | 54.56 | 26 |
| ss11 | Physiology | 65.37 | 25 | 60.81 | 23 |
| ss12 | Biomechanics | 48.68 | 30 | 42.93 | 31 |
| ss13 | Nutrition | 84.41 | 11 | 69.31 | 18 |
| as14 | Extra time | 33.60 | 32 | 74.88 | 14 |
| as15 | Class timetable | 66.72 | 24 | 83.38 | 7 |
| as16 | Altered exam | 63.04 | 27 | 79.73 | 9 |
| as17 | Academic mentor | 60.15 | 28 | 68.63 | 19 |
| as18 | Sports mentor | 78.93 | 15 | 70.06 | 17 |
| fis19 | Training funds | 77.04 | 17 | 87.13 | 2 |
| fis20 | Competition funds | 84.50 | 10 | 87.06 | 3 |
| fis21 | Living funds | 75.08 | 19 | 83.44 | 6 |
| fis22 | Sponsor | 80.33 | 14 | 71.88 | 16 |
| fis23 | Equipment | 87.81 | 3 | 62.56 | 21 |
| fas24 | Quality facilities | 89.15 | 2 | 73.00 | 15 |
| fas25 | Proximity facilities | 84.89 | 7 | 75.38 | 13 |
| fas26 | Access facility time | 69.59 | 21 | 78.27 | 10 |
| fas27 | Accommodation | 81.41 | 12 | 78.13 | 11 |
| fas28 | Sports accommodation | 46.68 | 31 | 44.47 | 30 |
| os29 | Honours | 64.41 | 26 | 52.53 | 27 |
| os30 | Media | 67.17 | 23 | 48.50 | 29 |
| os31 | Careers | 85.93 | 6 | 59.44 | 25 |
| os32 | Finance advice | 57.60 | 29 | 60.13 | 24 |
| os33 | Marketing opps | 76.78 | 18 | 51.13 | 28 |

APPENDIX M COMPARISON OF DIFFERENCE IN RANKING OF FACTORS BY UNIVERSITY OF BATH JUDOKA AND TOKAI UNIVERSITY JUDOKA

| | | Tokai Judo | | | Bath Judo | | | All Judo | |
|-------|----------------------|------------|------|------|-----------|------|------|-----------|------|
| | | Mean (mm) | Rank | Diff | Mean (mm) | Rank | Diff | Mean (mm) | Rank |
| cs01 | Quality coach | 91.85 | 1 | 0 | 91.94 | 1 | 0 | 91.89 | 1 |
| cs02 | Access coach | 84.70 | 9 | -7 | 86.94 | 4 | -2 | 85.82 | 2 |
| cs03 | Training partners | 84.78 | 8 | -4 | 85.25 | 5 | -1 | 85.01 | 4 |
| cs04 | Competition | 86.85 | 4 | 1 | 82.38 | 8 | -3 | 84.61 | 5 |
| cs05 | NGB support | 77.26 | 16 | -5 | 76.69 | 12 | -1 | 76.97 | 11 |
| ms07 | Pysiotherapy | 74.00 | 20 | 1 | 65.00 | 20 | 1 | 69.50 | 21 |
| ms08 | Sports Doctor | 86.35 | 5 | 13 | 60.94 | 22 | -4 | 73.64 | 18 |
| ms09 | Other medical | 80.96 | 13 | 13 | 39.75 | 32 | -6 | 60.36 | 26 |
| ss10 | Psychology | 69.04 | 22 | 3 | 54.56 | 26 | -1 | 61.80 | 25 |
| ss11 | Physiology | 65.37 | 25 | -1 | 60.81 | 23 | 1 | 63.09 | 24 |
| ss12 | Biomechanics | 48.68 | 30 | 1 | 42.93 | 31 | 0 | 45.80 | 31 |
| ss13 | Nutrition | 84.41 | 11 | 1 | 69.31 | 18 | -6 | 76.86 | 12 |
| as14 | Extra time | 33.60 | 32 | -2 | 74.88 | 14 | 16 | 54.24 | 30 |
| as15 | Class timetable | 66.72 | 24 | -9 | 83.38 | 7 | 8 | 75.05 | 15 |
| as16 | Altered exam | 63.04 | 27 | -7 | 79.73 | 9 | 11 | 71.39 | 20 |
| as17 | Academic mentor | 60.15 | 28 | -6 | 68.63 | 19 | 3 | 64.39 | 22 |
| as18 | Sports mentor | 78.93 | 15 | 1 | 70.06 | 17 | -1 | 74.49 | 16 |
| fis19 | Training funds | 77.04 | 17 | -11 | 87.13 | 2 | 4 | 82.08 | 6 |
| fis20 | Competition funds | 84.50 | 10 | -7 | 87.06 | 3 | 0 | 85.78 | 3 |
| fis21 | Living funds | 75.08 | 19 | -9 | 83.44 | 6 | 4 | 79.26 | 10 |
| fis22 | Sponsor | 80.33 | 14 | -1 | 71.88 | 16 | -3 | 76.10 | 13 |
| fis23 | Equipment | 87.81 | 3 | 11 | 62.56 | 21 | -7 | 75.19 | 14 |
| fas24 | Quality facilities | 89.15 | 2 | 5 | 73.00 | 15 | -8 | 81.07 | 7 |
| fas25 | Proximity facilities | 84.89 | 7 | 1 | 75.38 | 13 | -5 | 80.13 | 8 |
| fas26 | Access facility time | 69.59 | 21 | -4 | 78.27 | 10 | 7 | 73.93 | 17 |
| fas27 | Accommodation | 81.41 | 12 | -3 | 78.13 | 11 | -2 | 79.77 | 9 |
| fas28 | Sports accommodation | 46.68 | 31 | 1 | 44.47 | 30 | 2 | 45.57 | 32 |
| os29 | Honours | 64.41 | 26 | 2 | 52.53 | 27 | 1 | 58.47 | 28 |
| os30 | Media | 67.17 | 23 | 6 | 48.50 | 29 | 0 | 57.83 | 29 |
| os31 | Careers | 85.93 | 6 | 13 | 59.44 | 25 | -6 | 72.68 | 19 |
| os32 | Finance advice | 57.60 | 29 | -2 | 60.13 | 24 | 3 | 58.86 | 27 |
| os33 | Marketing opps | 76.78 | 18 | 5 | 51.13 | 28 | -5 | 63.96 | 23 |

APPENDIX N TEAMBATH JUDO REVIEW OF THE YEAR 2005



January

Richard Bowen passed away peacefully. A great friend of the University, former British Team Captain Dicky had donated his collection of books and archives to the University of Bath Library and Learning Centre where they are cared for by Peter Bradley and Lizzie Richmond. Our deepest condolences to Dicky's widow Ayako and son Sean. The University was represented at Dickys funeral by Mike Callan.

TeamBath's Daniel Bidgood experienced his first taste of international judo at the inaugural Special Olympic European Judo Championships for people with learning difficulties. He finished fifth at the championships, which took place in Belgium. "He didn't win, but it was a great experience for him and he had a fantastic time," said Steve Hammond, the University of Bath's Judo Development Coach, who went to the event as a member of the British coaching team. Daniel only took judo up six months ago at TeamBath Tribe Judo with the Keynsham and District Mencap Society After School Special Olympic Group.

Eiko Shepherd 6th Dan, a top US coach, spent a day at the University as part of a brief study tour of England. She held a coaching session and lecture with members of the Specsavers supported TeamBath High Performance judo group. Eiko, who lives in St Louis and is a life member of the US Judo Federation, is a world-renowned expert on Kata. She described Kata as the 'A-B-C of judo'. Eiko first gained her black belt as a teenager prior to the 1964 Olympics in Tokyo, where she was asked by the organisers to help coach judo sessions for all the thousands of visitors to the Games.

TeamBath judoka Sian Wilson struck bronze in her first major competition of the year – the Belgian Ladies Open. The 21-year-old second year Coach Education and Sports Performance student said "I thought I was capable of getting a medal, but I knew the standard would be high," she said. "It was a quite a tough competition, so I was pleased to come away with a bronze."

Abigail Dempsey and Rob Sabella won gold medals in the North West Open. Abigail Dempsey, who is on the Talented Athlete Scholarship Scheme and is studying for an HND in Coach Education and Sports Performance at the University of Bath, took the women's under-78kg title in St Helens. TeamBath team-mate Rob Sabella won the men's under-81kg division. Rob is a serving aircraftman with the Royal Air Force. The performances of Abigail and Rob meant they topped the 2005 rankings in their divisions.

Five young TeamBath Tribe judo players won medals in one of their first experiences of competitive judo. The young judokas took part in the Thornbury Judo Inter-Club Mini-Mon competition. Eleven-year-old Ollie Bilton, a pupil at Corsham School, won a silver medal in the over-44kg class and his brother Alex, who is eight and goes to Bathford Primary School, won bronze in the under-38kg division. Eight-year-old Tom Hancock, a pupil at Freshford Primary School, won a silver medal in the under-30kg class, while 12-year-old Jack Lecomber, a Ralph Allen School pupil, struck silver in the over-44kg class. There was a bronze medal for

nine-year-old Leah Redpath-Smith, a pupil at Fosseway School Margaret Coates Unit in Bath, in the under-28kg class.

February

The Rt Hon Richard Caborn, Minister for Sport, visited the dojo at the Sports Training Village. He visited with the Vice-Chancellor of the University of Bath, Professor Glynis Breakwell, the University's Director of Sport and Chairman of the South West Sports Board, Ged Roddy MBE, and the Director of Sport England South West, Jim Clarke, to discuss the relationship of the County Sports Partnerships with Universities and professional sports clubs in the South West. He said: "There's a great sporting ethos here, with both the community and elite athletes. That synergy is one that works and it inspires young people to come through." Ged Roddy said: "The Minister has been a supporter of this project from its conception and so it was nice to show him the finished article and demonstrate the value of the investment. He was particularly impressed by the Olympic medals won by athletes based here, the massive community use and the development of ground-breaking research within the University."

Carlos Carbonnell commenced employment with ProCoach Ltd as a full-time judo teacher in schools. Carlos continues to support the randori sessions and TeamBath players at events in an assistant coach role.

Kenzo Nakamura, a former Olympic and World Champion, put some of TeamBath's young and elite judo players through their paces. Kenzo one of Japan's judo greats, is spending a year in the UK on a scholarship with the Japanese Olympic Committee before embarking on a coaching career in Japan.

He was keen to visit the University of Bath's High Performance Judo Programme while in the UK. He ran a training session for elite TeamBath judo players and one for young TeamBath Futures judo players. Kenzo said the level of British judo has dipped in recent years, but he believes investment in facilities and coaching programmes for young judo players, like those at the University of Bath, will ultimately help to improve things. "It is a fantastic facility here and it can only help to develop judo," he said.

Dan Stanley, gains first international call up. Dan a first year Coach Education & Sports Performance student at the University of Bath and is selected to compete in his first international tournament in GB colours when he takes part in an under-20 tournament in Bremen.

March

University of Bath judo players were in spectacular form at the British Universities Sports Association Championships, winning seven individual gold medals and taking both the men's and women's team titles.

The men's team of Ben Naunton, David Millar, Jason Parsons, Andrew Burns and Darren Warner beat Southampton University 50-0 in the final to take the men's team championship. The women's team of Sian Wilson, Kate Rennie and Laura Clempner were in equally convincing form to win the women's championship.

University of Bath women competitors also took four individual titles in the Dan grade competition. Karen Harrison won both the under 52kg title and also showed her strength by stepping up a weight to take the under-57kg crown. There were also golds at under-70kg for Kate Rennie and at under-78kg for Sian Wilson. Ben Naunton and Andrew Burns struck gold in the men's Dan grade at under-66kg and under-90kg respectively.

Kieran Felton won gold at under-90kg level and George Collins won the over-100kg in the Kyu grade competition. There were silvers for Abigail Dempsey at over-78kg in the women's

Dan competition and bronzes for Veronika Simon and Janine Johnson, both at under-70kg. David Millar took silver in the men's under-66kg Dan grade competition, while Mark Comer won silver in the Kyu grade at the same weight. Andrew Redman and Ben Drumm won bronzes at under-90kg and under-73kg respectively in the Kyu grade competitions.

Ged Roddy, Director of Sport at the University of Bath, said: "These results are absolutely stunning. Judo players at the University of Bath have set the bar high for others to follow." TeamBath judo players took-on a team of players from Tokyo universities in their own version of a university challenge.

The two judo teams pitted their wits against each other in an 11-bout match, but the Japanese players, from the Tokyo Student Judo Federation – came out on top this time around – although they were pushed all the way by their Bath counterparts.

The first two contests that saw Craig Ewers take-on Yutaka Furuan (under-73) and Steven Withers compete with Kazumasa Taguchi (under-100kg), both ended in draws. But TeamBath then raced into the lead, with Ben Naunton beating Masaki Tsukuba (under-66kg), Jason Parsons beating Yohsuke Morita and Carlos Carbonell beating Kohhei Yamamoto (both under-73kgs). Richard Phillips then lost to Koji Ueda in another under-73kg contest, but although Norito Katabuchi beat Masato Sekiguchi (under-81kg) to make it four wins to one to TeamBath, Robert Sabella then lost to Tsutomu Nakanishi (under-81kg), Andrew Burns was beaten by Kazumasa Taguchi (under-100kg) and in the over-100kg contest, Matthew Clempner lost to Tomoya Sasaki. The contest rested on Craig Ewers' young shoulders. He went into his second fight of the match and was thrown by Shinichi Hirayma, giving the visitors a close win by five bouts to four.

Kisaburo Watanabe from Chuo University in Tokyo – former Chair of the Tokyo Students Judo Association said: "There was a great atmosphere for the match. The facilities are fantastic and the TeamBath team was very strong."

April

The first students arrived for the residential block of the Foundation Degree in Sport (Sports Performance: European Judo Union) the only course of its kind approved by the EJU. Lecturers included; Roy Inman, Tony Macconnell, Kenzo Nakamura, Mike Callan, Neil Adams & Simon Hicks along with Debbie Palmer, Anthony Bush and Nicky Fossey-Lewis.

In total 30 students registered for the course. 26 men and 4 women; originating from 10 different countries. Two EJU Sports Directors enrolled as students, Mr White and Mr Lascau. Four of the students were Senior World Champions; Mr Lascau, Mr Adams, Mr Randall, and Miss Howey, and seven of the students (almost 25% of the group) have competed in the Olympic Games. Six students hold the grade of sixth Dan or above. Overall student comments included: "I feel like I have learnt so much already just in this first block". "This course has so far exceeded all my expectations. This has been an excellent course - we are looking forward to the next block in July".

May

Blues Awards - Sian Wilson was voted as the Student Sports Personality of the Year, and the Judo Team win Team of the Year.

Sian was also awarded a Full Blue, the highest award that can be presented by the University in the 2005 University of Bath Blues awards The Judo Team was selected as the Team of the Year, for a record third consecutive occasion.

Joe Delahay and Craig Ewers were selected to represent Great Britain at the Senior European Championships in Rotterdam.

Brace of gold's in Northern Ireland. At the Northern Ireland Open gold medals were won by Abi Dempsey in the youth event and Richard Phillips at senior level. Emmanuel Nartey also won a bronze.

June

Men's Captain Ben Naunton graduates from his PGCE course to take up a full time role as a PE teacher at a school in Essex. Ben has been with the programme for 5 years, winning 12 BUSA medals and attending the 2004 Olympic Games as an Official Training Partner. We wish him good luck for his future career.

In Andorra, in the Games of the Small States of Europe, Bath student Marcon Bezzina, representing Malta was the gold medallist.

TeamBath Judo visit 1st Royal Tank Regiment. On an away-day to continue the close relationship with the British Army, judo players had a chance to see Chieftain Tanks at close quarters and also competed in a battlefield simulation. The visit followed a coaching session for Troopers in the dojo.

TeamBath Futures judo player Kelly-Anne Downey competes at the European Cadet Judo Championships in Salzburg, Austria. The 15-year-old won her first contest in the under-52kg division against Clara Sanchez of Spain but was then beaten by Ivanna Krupenya from the Ukraine. Kelly-Anne, who is also a member of the Gower Judo Club in Wales, travels to Bath every week to train with coaches Roy Inman and Norito Katabuchi. The Futures programme also involves education sessions each week, to prepare the players for a life after judo. Leyton Dodge, a Team Bath Futures Coach and Gower Judo Coach, said competing there can only do Kelly-Anne good. He said: "We are really proud of Kelly-Anne for achieving selection for this competition, the pinnacle for players of this age. Kelly-Anne has a bright future and she will learn from this experience."

Kate Howey was successful in the selection process for the UK Sport Elite Coach Programme, designed to support the development of the new generation of top British Coaches.

Five medals at the English Open. Gold for University of Bath Alumnus Richard Phillips, silver for Michelle Holt, and bronzes for Tom Reed, Jason Parsons and Andy Burns.

July

Six years of Team Bath Judo. The programme celebrated six years since it was inaugurated with the appointment of Head Coach Roy Inman OBE 8th Dan on 1st July 1999. The programme follows a long tradition of student judo at the University since its inception in 1966.

London, Olympic Host City 2012. Congratulations to all on the success of this bid, particularly Densign White for his behind the scenes role, and TeamBath Olympian Karen Roberts on her role on the Athletes Advisory Panel.

Visit of President of the Hungarian Judo Federation, Lazslo Toth. Mr Toth who is also Treasurer of the European Judo Union, visited the University with the Vice President of Hungarian Judo Mr Zoltan Horvath, to discuss the application of 2004 World Junior Championships representative Gergely Horvath, who subsequently enrolled as a University of Bath student.

The second residential block of the FD in Sport (Sport Performance; European Judo Union) was held. Guest lecturers included; Kenzo Nakamura, Ben Andersen, Syd Hoare, Envic Galea, Barry Edwards, Andy Hibbert, Martine Woodward, Andrew Jones, Jeremy Robinson, Simon Hicks, Winston Gordon and Eric Bonti.

The Special Olympics in Glasgow saw four Team Bath Tribe players compete. There was a gold medal for Leah Redpath-Smith and bronze medals for Daniel Bidgood and Andrew Scourse. The Friday sessions with Keynsham Mencap go from strength to strength, congratulations to Tribe Coach Steve Hammond for these results.

Four gold medals at the Junior British Open. The young players achieved outstanding success with gold's from Tom Reed, Brett Caswell, Charlotte Farbon and Joe Delahay. Bronze medals were won by Fiona Jones, Marcus Bascombe and Frankie Goldsmith.

Members of the US national junior judo squad spent two days training at the University of Bath's state of the art facilities at the Sports Training Village. Following the Junior British Open we were delighted to host the USA National Junior Team for a few days. The team of 10 players led by coaches Jim Hrbek and Dan Doyle were fantastic representatives, and we look forward to close relations with their team over the next few years.

Jim Hrbek, chairman of the junior development judo for the USA, brought the 10-strong squad to Bath to train with his old friend and rival Roy Inman. "We came because Roy was here, but the facilities when we got here were a great surprise to me. What we found here was a tremendous bonus, it is a great facility," said Hrbek after a training session in the judo dojo at the Sports Training Village.

TeamBath judo player Joyce Malley has won her seventh successive gold medal at the World Masters Judo Championships – making her the first player to achieve the feat. Joyce took gold in the under-63kg category for players aged 40-44-years-old at this year's championships in Toronto, Canada.

Joyce is a University of Bath student on the part-time Foundation Degree in Sport (Sports Performance) and is also employed by the British Judo Association as a Regional Schools Development Officer. She is based at the Sports Training Village, working to develop schools judo in the region.

Fellow Sports Performance student, Danny Murphy, also travelled to Toronto, winning a silver medal in the open weight category. Former Team Bath player Lisa Bradley won gold in the under-57kg category for players aged 30 - 34-years-old.

August

Darren Warner took up his new role as BJA National Performance Coach based at the University. He is working closely with Roy and Norito to establish Bath as one of the three national centres. Congratulations to Mac Abbotts and Diane Bell on their appointments to Walsall and Sheffield.

In the hotly contested election for the BJA Chairmanship, Densign White was the victor by a landslide. The Bath student and EJU Sports Director was elected to serve for a further four years by a vote of 335 – 162. Following the election, TeamBath Head Coach and BJA Director Roy Inman was asked to chair both the National Promotions Commission and the National Education and Development Commission. Mike Callan was asked to continue to serve on the National Education and Development Commission.

September

Andy Burns travelled to Alicante, Spain to win a silver medal in the U23 Alicante Open.

Sian Wilson travelled to the U23 selection event in Siberia, Russia where she was the gold medallist.

The Fourth World Science of Judo Conference is held in Cairo Egypt. The University of Bath presented three papers. Mike Callan presented “The History of Judo Archive, the Richard Bowen Collection”, Roy Inman presented “Kokusai Shiaiwaza – International Contest Techniques”, and Mike Callan and Daniel Lascau presented “International Judo Coach Education – the development of the EJU coaching degree”.

TeamBath judo player Emmanuel Nartey created an upset and a piece of history at the World Championships in Cairo. The 22-year-old became the first Ghanaian to compete at the World Judo Championships.

He missed out on the medals but created one of the big upsets of the championships by knocking Korea’s World Junior Champion Jae-Bum Kim one of the pre-competition favourites for the under-73kg title out of the competition. Nartey took just 21 seconds to score with a match winning Ippon throw.

Nartey, who is a Trooper with the 1st Royal Tank Regiment of the British Army based at Warminster, received one of the toughest draws of the competition. He had a bye in the first round in pool C, but then came up against Kim a player who beat Olympic and World champion Won-Hee Lee to secure the Korean berth for that weight division at the championships.

Roy Inman, TeamBath’s Head Judo Coach, said: ‘Emmanuel has a fantastic throw and he used it against the Korean. For him to get to the World Championships in the first place was amazing and it was a terrific experience for him. ‘

Nartey says the facilities and coaching at TeamBath Judo have both helped to improve his judo.

Norito Katabuchi, TeamBath Assistant Judo Coach, was selected to be Ghana’s team coach for the World Championships, while Mike Callan, Sports Development Manager at the University of Bath’s Department of Sport, was Ghana’s head of delegation.

October

Specsavers announced renewed sponsorship of the TeamBath Judo Programme. Director of the Bath Specsavers Store Phil Lodge, announced continued sponsorship of the programme which will go towards supporting the 2006 BUSA Team, the redevelopment of the Judogi airer in the dojo and a coaching and training scholarship for talented TeamBath player Jason Parsons.

The new TASS (Talented Athlete Scholarship Scheme) awards were announced for this academic year. In total the University of Bath has more TASS athletes than any other institution, and also has more TASS athletes in judo than any other sport. Congratulations to all 12 student players who received support.

In the Welsh Senior Open Janine Johnson -57 and Sarah Connolly +78 won gold, with Andy Burns -90, and Abi Dempsey +78 winning silver

In the Scottish Open, at youth level Anneliese Dodge was gold medallist, at senior level there were silvers for Janine Johnson and Andy Burns and a bronze medal for Jason Parsons.

Charlotte Bowden was the winner of the OCS Regional Sports Personality of the Year, winning £2000.

Five gold's at the National Age Band Championships in Sheffield. The TeamBath Futures Programme supports young players who are still based with their home clubs but who train at the University during school half-terms or in the evenings. We are proud of the following talented youngsters; Gold medallists and National Champions, Jac Jones, Hannah Whittall, Kelly Ann Downey, Scarlett Woolcock and Rebecca Telfer. Silver medallists Brandon Dodge, Katie Dean, Fiona Jones, Anneliese Dodge and Sarah Connolly. Bronze medallists Abbie Cole, Charlotte Bowden, Lauren Baverstock and Kirstie Relf.

We were pleased to welcome Ghana's Boanerges Nartey to the dojo for a few weeks, Boanerges is the Assistant Junior National Coach in Ghana. Following his visit we are keen to develop further links to support the development of judo in Ghana.

Four selected for the Junior European Championships in Croatia. There were 5th places for Tom Reed and Joe Delahay, also competing was Charlotte Farbon and Brett Caswell.

November

In the Senior Elite Performance Trials there were six medals; Michelle Holt and Brett Caswell both won gold. Michelle finished ahead of 2002 Commonwealth Games champion Samantha Lowe, and TASS2012 Scholar Sally Conway to win the women's under-70kg division. Brett Caswell, who had recently joined TeamBath, took gold in the men's under-60kg division. Tom Reed, won silver in the men's under-73kg class. There was also silver in the women's under-78kg division for Katrina MacDonald. Abi Dempsey won bronze in the women's over-78kg class. The TeamBath medal haul was completed by Keynsham's Sam Delahay. Making a return to competition in a new lighter weight of 90kg, he won bronze.

There were creditable performances from a number of Team Bath players who placed between fifth and eighth in their categories. Marcus Bascombe 66kg, Jason Parsons 73kg, Rob Sabella 81kg, Andy Burns 90kg and Laura Clempner 63kg.

With three players resting for the European U23 Championships, and Janine Johnson sidelined with injury, the results mean there are now 15 Team Bath players ranked in the top 8 seniors in Great Britain.

Three selected for European U23 Championships in the Ukraine. Sian Wilson was selected alongside Pinewoods Charlotte Farbon and Keynshams Joe Delahay. There were reserve places for Brett Caswell, Tom Reed, and Andrew Burns. Janine Johnson was selected as a second reserve.

In the Irish Open in Dublin there were gold medals for Jonny Herron, and Abi Dempsey and a silver medal for Marcus Bascombe.

Sian Wilson was selected for Great Britain for the European Team Championships in Hungary where the British Team finished in fourth place.

Leyton Dodge, Coach of the Year, Brandon Dodge Junior Sports Personality of the Year in the 2005 Swansea Sports Awards.

BA Coach Education and Sports Development student Katrina MacDonald spent a week working at the EJU General Secretariat Offices in Malta. As part of her Sports Business module, Katrina helped prepare for the EJU Congress in Moscow. Grateful thanks to Envic Galea for his support of Katrina.

December

Eight Team Bath players receive BJA Elite Player Awards. Following the BJA Performance Directorate announcement of this new funding system.

Sian Wilson caused the upset of the tournament at the British Open Championships by beating France's reigning European champion Celine Lebrun in the semi-finals. Lebrun was the world open weight champion in 2001 and has amassed an incredible five European Championship crowns in her career.

But Sian, who is studying for a Foundation Degree in Sport (Sports Performance), dominated the under-78kg semi-final fight, with Lebrun struggling to cope with the TeamBath student's aggressive style. Five minutes of extra time couldn't separate the pair, so the contest went to a period of golden score, with the first player to register a score declared the winner. Sian launched a daki nage attack, driving the Frenchwoman over onto her back for an ippon score. She finished with a silver medal along with Pinewood judoka and Futures player Charlotte Farbon.

TeamBath Tribe's Tom Hancock (9) won all his matches to take gold at the Somerset County Closed Championships in Taunton and also won silver in the Western Area team event in Torquay. Leah Redpath-Smith won silver in the same event and also won an individual bronze medal and team silver at the British Schools Judo Special Needs Championships in Walsall. Dan Bidgood won team silver and individual silver in Walsall.

At the highlight of the year, the TeamBath Judo Christmas Party, the 2005 Quiz Champion was the pairing of Tom Reed and Phil Lodge. Beating the second placed team by 26 – 19 they won the £50 Fighting Films voucher, generously donated by Specsavers. We were delighted to be joined at the Karaoke evening by the BJA Performance Directorate Team.

Congratulations to all those involved in the achievements this year. We look forward to more exciting opportunities in 2006. Have a very Merry Christmas and a Happy New Year.

APPENDIX O TEAMBATH JUDO REVIEW OF THE YEAR 2006

Thank you for taking the time to read the review of 2006. Below is a brief summary of the activities of the programme during the year.

JANUARY

The year started with the Elite Performance British Junior Squad Trials. Team Bath results were; Marcus Bascombe, Gold, u66, James McClements, Bronze u90, Gregg Varey Bronze u60, Jan Gosiewski Bronze u73, Megan Fletcher Silver u63, Kate Walker Bronze u63, Charlotte Farbon Silver u48, Hannah Sinfield Bronze u57, Louise Little Silver o78,

Professor David Matsumoto visited the University. Professor Matsumoto is an internationally acclaimed author and psychologist. He is currently Professor of Psychology and Director of the Culture and Emotion Research Laboratory at San Francisco State University, where he has been since 1989. He holds a 6th dan, a Class A Coaching Certificate from the US Judo Federation, Teaching Certificates in seven katas of judo, and a Class A International Referee License from the International Judo Federation. He is the head instructor of the East Bay Judo Institute, Under his leadership as the Director of Development for USA Judo from 1996-2000, the U.S. claimed its first gold medal in 12 years at the 1999 World Judo Championships, and qualified a full team of athletes (14 categories) to the 2000 Sydney Olympic Games, one of only four countries in the world to achieve that feat. He is the co-author of Judo: A Sport and a Way of Life and Judo in the US: A Century of Dedication. Professor Matsumoto came to Bath to meet with Mike Callan to discuss the development of the International Association of Judo Researchers, he also took time to coach the players and to present an academic seminar in the Department of Education.

In the NorthWest Senior Open; David Millar Bronze u66, Andy Burns Silver u100, Joe Delahay Gold o100.

FEBRUARY

The University of Bath hosted the BSJA Individual Championships. Making use of the Sports Training village as a judo venue for the first time. Chairman of the BSJA Malcolm Collins commented that it was one of the best judo venues they had ever used. Charlotte Bowden won Gold u57,

Mike Callan and Katrina McDonald delivered a Youth Sport Trust Partnership Managers judo session. The Partnership Managers are in a position to influence the introduction of judo into schools across the country. The session aimed to show them the way that judo can be used to develop interpersonal skills.

MARCH

Junior A Tournament Coimbra, Portugal; Marcus Bascombe Gold u66, Hannah Sinfield Bronze u57, Megan Fletcher 5th u63.

Ian Weithers, National Coach for Barbados visited the University as a guest of Chris Hunt. There was discussion about future links and creating opportunities for young up and coming judo players from the island to develop their skills in Bath whilst gaining a first class education.

At the British University Judo Championships in Walsall the University of Bath dominated both the Men's and Women's team championships to win both events.

The results are an all time record winning a total of 35 medals (21 gold).

Janine Johnson (Coach Education and Sports Performance), Laura Clempner (Sports Performance), and Katrina McDonald (Coach Education and Sports Development) won the Women's Team Championship for the third consecutive year. The Men's Team of Gergely Horvath (Foundation Year), Daniel Stanley (Coach Education and Sports Performance), Andrew Burns (Coach Education and Sports Development), and Marcus Bascombe and Daniel Murphy (both Sports Performance) were crowned Men's Champions for the fourth time.

Individually the Bath Specsavers sponsored squad won 6 gold medals, 6 silver and 8 bronze. Seven Bath players achieved selection for the 10 man Southern Universities team, going on to win the Regional Competition beating Scotland in the final.

Many thanks to coaches Roy Inman, Norito Katabuchi, Carlos Carbonell and to physiotherapist Barry Edwards and physiologist Debbie Palmer for their support.

FULL UNIVERSITY OF BATH RESULTS BUSA JUDO 2006

Gold medals (21)

Individual

Mark Comer, mens kyu 66
Karen Harrison, womens dan 52
Janine Johnson, womens dan 57
Kate Rennie, womens dan 63
Andy Burns, mens dan 90
Daniel Murphy, mens dan +100

Mens Team

Marcus Bascombe
Gergely Horvath
Daniel Stanley
Andy Burns
Daniel Murphy

Womens Team

Janine Johnson
Laura Clempner
Kat McDonald

Southern Region Team

David Millar
Ben Brundell
Marcus Bascombe
James McClements
Sebastian Gray
Andy Burns
George Collins

Silver medals (6)

Andy Readman, mens kyu 90
Katy Sumner, womens dan 57
Laura Clempner, womens dan 70

Kat McDonald, womens dan 78
Abigail Dempsey, womens dan +78
Steve Withers, mens dan 100

Bronze medals (8)
Ben Drumm, mens kyu 73
Duncan Steele mens kyu 90
Veronika Simon, womens dan 70
Boanerges Nartey, mens dan 60
Marcus Bascombe, mens dan 66
Gergely Horvath, mens dan 66
Daniel Stanley, mens dan 81
Adam Boden, mens dan 90.

Mens team
V Birmingham 50-0
V Manchester 50-0
V Oxford 50-0
Quarter final v Warwick 50-0
Semi final v London 47-0
Final v Brunel 30-20

Womens team
V Sheffield 30-0
V London 20-5
Semifinal v Oxford 20-5
Final v London 20-5

Regional Team representing Southern BUSA
Semifinal v London 100-0
Final v Scotland 70-30

Head Coach interviews. Juergen Klinger was appointed as the new High Performance Judo Coach following a rigorous recruitment process.

Hidemi Soda arrived in the UK. Hidemi is a former All Japan Champion and World University medallist. She is visiting from Tokai University where she graduated before spending three years as a full-time judo player with the National Team. She comes on the personal recommendation of Yasuhiro Yamashita and Nobuyuki Sato.

APRIL

Fighting Films GB World Cup. Sian Wilson won a bronze medal at judo's inaugural GB World Cup for women in Birmingham. The 23-year-old TeamBath judo player, studying for a part-time Foundation Degree in Sport (Sports Performance) at the University, was one of four British medallists at the competition.

Sian lost to Russia's Vera Moskalyuk in the semi-finals of the under-78kg division – the Russian went on to capture gold. But Sian then outclassed America's Molly O'Rourke, throwing her for a contest-winning ippon after just 13 seconds of the third place clash to win bronze.

TeamBath team-mate Katrina McDonald, who is studying for a degree in Coach Education and Sports Development at the University of Bath, also competed in the under-78kg division in Birmingham. She lost to eventual silver medallist, Spain's Esther San Miguel in her opening fight and then to O'Rourke in the repechage, finishing joint seventh overall.

Michelle Holt finished joint seventh in the women's under-70kg class, while TeamBath teammate Janine Johnson, a Coach Education and Sports Performance student at the University, lost her opening pool contest in the under-57kg class.

BJA Awards evening, Kate Walker named BJA Junior Player of the Year.

Venray International in Holland, Gregg Varey Bronze and Jan Gosewski 5th place.

Dutch Youth Cup; Charlotte Bowden Bronze u57, Scarlett Woolcock Silver u70, Rebecca Telfer bronze o70.

Junior A Tournament, Tallinn, Estonia; Charlotte Farbon Gold u48, Gemma Gibbons Gold u70, Kate Walker Silver u63, Marcus Bascombe Bronze u66.

Foundation Degree in Sport (Sports Performance) in partnership with the European Judo Union, residential study block. Welcomed new students to the University including; Jane Bridge, World Champion, Nuno Delgado, European Champion and flag bearer for Portugal at the 2004 Athens Olympic Games, and many other coaches from Norway, Sweden, Portugal, Japan, France, and Latvia. Thank you to Marius Vizer, Envic Galea, Daniel Lascau and Densign White of the European Judo Union for their support of this initiative.

Oceania World Cup Champion Kelly Fong arrives from Australia for a visit.

Kano Society visit. Members of the Kano Society visit the University to view the Richard Bowen History of Judo Archive. Thanks to archivist Lizzie Richmond for facilitating this event.

Masaki Hayashi, former Team Bath Coach and now Physical Education Teacher at Nagoya International High School Japan, brought 77 children to Bath for the day. They enjoyed a judo session led by Roy Inman along with our friends from Bath Judokwai. Mike Callan and Johnny Herron, were treated to the traditional Tea Ceremony by the girls in the school cultural club. Nagoya High School is developing links with the University and we look forward to welcoming them as students in the future.

Roy Inman changed his role at the University, taking up the position as Technical Director. Roy had been the Head Coach for seven years during which time TeamBath players had won World, Olympic and Commonwealth medals as well as countless BUSA titles.

MAY

Lithuania Open for Visually Impaired; Darren Harris Bronze u66, and selected for the IBSA World Championships in Brommatt France in June.

University Blues Evening to celebrate student sport. Full Blues to Andy Burns and Laura Clempner, Half Blue to Katrina McDonald, Colour to George Collins. Roy Inman won the Ivor Powell Award for Excellence in Coaching.

The British Police Team visited for a goodwill match, and two training sessions. Thanks to Chris Hunt and Matt Clempner, National Police Coaches. Thanks also to Bob Willingham for great coverage in The World of Judo Magazine.

Marcon Bezzina awarded an International Olympic Committee Solidarity Scholarship.

The Princess Royal Visited the TeamBath dojo.

Senior European Championships. Congratulations to European Champions Craig Fallon and Sarah Clark, and bronze medallists Peter Cousins and Winston Gordon. Congratulations also to the coaching team and Performance Director Colin McIver. Particular congratulations to University of Bath student Fitzroy Davis who coaches Craig Fallon. Colin McIver said “We must now concentrate on building on this success as we go forward into next year for the Olympic qualification period for Beijing”

Mike Callan invited to attend the inaugural meeting of the International Association of Judo Researchers in Tokyo Japan. Working with colleagues from across the world we hope to support the development of this new organisation.

Whilst in Japan Mike also visited the Kyobun Seifuku College in Tokyo. He observed first hand the practice of Judo Therapy. We are keen to develop links with them.

Mike also visited Tokai University. He gave a lecture on Sporting Ethics to over 200 Japanese students. Thanks to Professor Hashimoto for that experience. Grateful thanks to Yasuhiro Yamashita and Keiko Mitsumoto for their wonderful hospitality.

JUNE

Juergen Klinger commences as the University High Performance Judo Coach. Juergen is the former Assistant Womens Coach to the German National Team and has worked with many World, Olympic and European champions. Most famously he coached the current German Head Coach Frank Wieneke when he won the 1984 Olympic Games, beating Britain’s Neil Adams

English Senior Open; TeamBath win five English National Titles. Janine Johnson Gold u57, Laura Clempner Gold u70, Katy Sumner Silver u57, Brett Caswell Gold u66, Jason Parsons Gold u73, Andy Burns Gold o100.

TreTorri International Italy; Craig Ewers Silver u73, Gemma Gibbons Bronze u70.

TeamBath judoka won a terrific haul of eight gold medals, three silvers and three bronzes at the Commonwealth Judo Championships in Northern Ireland. TeamBath Judo players had achieved selection for six different nations. If TeamBath had competed as a nation they would have placed second in the medal table above Scotland with four golds. There were 14 nations competing.

Sian Wilson –78 representing England, won gold in her weight category, before entering the Open weight class on the second day to win again defeating defending champion Simone Callendar. Masters player Danny Murphy England, also won two golds in his weight category and the Open class. Seven times world masters champion Joyce Malley (Sports Performance student), Northern Ireland, added the Commonwealth crown to her collection with gold in the 63k class.

Representing Wales, Craig Ewers won gold at 73k defeating his TeamBath team mate Emmanuel Nartey from Ghana in the final. Emmanuel added to the silver medal with a bronze in the Open class

Another two gold medals were won in the youth category from Brett Caswell at 60k and Joe Delahay at +100k both representing England. Andy Burns (Coach Education student) was fighting his first event under a Scottish flag, and won through to a silver medal narrowly losing to the current European bronze medallist. Michelle Holt, representing England, also won silver in the 70k.

There was a bronze medal in the senior 57 category for 15 year old Charlotte Bowden representing Wales, and another bronze in the 63k class for Malta’s Marcon Bezzina (Sports Performance Student) who is training in Bath thanks to a special scholarship from the International Olympic Committee. Marcon was coached by TeamBaths Assistant Coach Hidemi

Soda from Tokai University in Japan, who was appointed as the National Coach of Malta for this event.

Head Coach Juergen Klinger said: "I am pleased with these results, the players have responded well to the training and I am looking forward to even bigger achievements from these players in the future. A lot of credit is due to the excellent support team of physiologists, conditioning coaches and medical staff."

Senior results; Craig Ewers (Wales) Gold u73, Emmanuel Nartey (Ghana) Silver u73, Andy Burns (Scotland) Silver u100, Emmanuel Nartey (Ghana) Bronze Open, Charlotte Bowden (Wales) Bronze u57, Marcon Bezzina (Malta) Bronze u63, Michelle Holt (England) Silver u70, Sian Wilson (England) Gold u78, Sian Wilson (England) Gold Open. Youth results; Brett Caswell (England) Gold u60, Joe Delahay (England) Gold o90. Hannah Sinfield (England) Gold u57, Megan Fletcher (England) Gold u63. Masters results; Jim Toland (NIR) Gold u73, Danny Murphy (Eng) Gold o100, Danny Murphy (Eng) Gold Open, Joyce Malley (NIR) Gold u63.

Kent International Katy Sumner Silver u57, Megan Fletcher Gold u63, Frank Goldsmith Gold u60.

Venray International Holland, Gregg Varey Gold u55.

World Master Athlete Judo Championships, Torres, France. Joyce Malley wins her eighth consecutive World Masters Gold Medal. An outstanding achievement. Joyce also holds the title as World Cornish Wrestling Champion.

European Cadet Championships, Miskolc Hungary; Scarlett Woolcock Silver u70, Rebecca Telfer Bronze o70. The only two medals won by GB at this Championship.

JULY

Turkish B Tournament; Joe Delahay Gold o100, Andy Burns Silver u100, Brett Caswell 5th u60.

Polish Junior A Tournament; Marcus Bascombe 5th u66.

Wayne Lakin, BJA Schools Development Officer brought Bosworth Community College pupils for a visit.

Katrina McDonald graduates with an upper second class Bachelor of Arts Honours Degree in Coach Education and Sports Development.

Mark Beecher visits to discuss the dojo extension development.

Andor and Bence Szoke from Hungary visit for a training camp.

Olympic Roadshow visits Bath.

Asanuma Takenari Sensei, coach from East Bay Judo Institute in San Francisco visits to offer a specialist course in Judo Seifuku Therapy.

AUGUST

Second block of the Foundation Degree with the European Judo Union. Welcomed tutors; Klaus Glahn, Simon Hicks, Takenari Asanuma, Wayne Lakin, Syd Hoare, Lisa McIver and many others.

The first online judo debate. "This house believes there should be more newaza in judo". Was organised by the second year students. The panel members included guests Steve Gawthorpe and Simon Hicks, many thanks to them. 35000 hits on the website in one week.

Distinguished judoka Stan Brogan donated a collection of books and archives to the Bowen History of Judo Archive. Grateful thanks to Stan for adding to this important resource.

Victoria Ferstle and Andrea Kufner from Austria attend for a training camp.

Two young TeamBath judo players won medals at the inaugural British Closed Special Needs Championships. Ten-year-old Leah Redpath-Smith won a gold medal at the event in Walsall for people with learning difficulties, while 17-year-old Daniel Bidgood won a bronze medal.

SEPTEMBER

Heart of England Championships; Youth results; Megan Fletcher Gold u63, Louise Little Gold o78, Senior results; James McClements 5th u90, Fergus Dullaghan 5th u100, Hannah Sinfield Silver u63, Megan Fletcher Bronze u63.

Junior European Championships, Tallinn, Estonia, Team includes; Marcus Bascombe u66, Charlotte Farbon u48, Kate Walker u63, Gemma Gibbons u70. Kate and Gemma both finished in 7th place.

The European Judo Union selected the Great Britain Womens Team to represent them at the 2006 Senior World Team Championships in Paris France. The team included Sian Wilson u78. Reserves named included Janine Johnson u57, Michelle Holt u70.

German Open in Braunschweig; Joe Delahay 5th o100.

Matt Divall commences as the coach of the TeamBath Junior Programme. Matt brings considerable professional experience to the role and is a very welcome addition to the coaching team.

Katrina McDonald and Mike Callan are invited by the EJU to give a keynote speech at the EJU Education, Administration and Medical Seminar in Marsacala, Malta. Mike presented copies of the first constitution of the European Judo Union to Sports Director Jonnny Kullenberg and General Secretary Envic Galea.

Gina Dalton starts in a voluntary role as the TeamBath Judo Sports Therapist. Thanks to Gina for volunteering in this important role.

Roy Inman and Barry Edwards both present at the Western Area Coaching Seminar in Exmouth.

The Advanced Apprenticeship in Sporting Excellence programme starts. In partnership with Wiltshire College and the BJA World Class Start Programme. Welcomes six judo players. Congratulations to Nicky Fossey-Lewis and her team for the development of this programme. Thanks to Andrew Moshanov and Rowena Birch for their full support.

At the BJA Annual General Meeting, Densign White's term of office as Chairman is extended to encompass the 2012 London Olympic Games. Former TeamBath athlete Karen Roberts is newly elected to the BJA Board of Directors. Congratulations to them.

OCTOBER

Welcome new undergraduate arrivals. 18 National or International level judo players commenced academic courses at the University of Bath.

Freshers Fair, the judo club recruited 45 new beginners and kyu grades.

Welsh Senior Open; Andy Burns Gold u100, Fergus Dullaghan Bronze u100, Emmanuel Nartey Silver u73, Charlotte Farbon Gold u52, Siobhan O'Neill Bronze u52, Hannah Sinfield Gold u63, Kate Walker Silver u63, Laura Clempner Silver u70, Janine Johnson 5th u63, Megan Fletcher 5th u63.

A group of eight talented young Scottish judo players from Sportif Judo network spent three days at the University of Bath learning more about their future sporting and academic choices. Peter Gardiner, Judo Scotland's coach development manager and who runs the Sportif Judo network, led the group.

"These are genuinely talented kids and it's important that they have a pathway in judo that includes education," he said. "Bath was the obvious place to bring them. This is the first step of letting them see what the future possibilities are.

"They will be making their educational decisions in the next few years. I want them to be able to make informed decisions and to know that they can combine full-time judo training and their education.

"I've worked all around the world and the facility at the University of Bath is as good as any I've seen. The judo set-up is fantastic," he added. "Everybody has been impressed, and if you asked them now, everyone would say they want to come to the University of Bath."

During their visit the group took part in several training sessions at the University of Bath's state-of-the art judo dojo at the Sports Training Village, including one with Hidemi Soda, a former All Japan champion and World University medallist, who is currently a visiting coach at the University of Bath. They also received a talk on the Olympic dream from Adam Pengilly, who finished eighth in the bob-skeleton at the Torino 2006 Olympic Winter Games.

The group of young Scottish judo players visiting Bath was: Ramsey Hunter, Rory Smith, Andrew McDonald, Peter Berrett, Fiona Black, Cora Gardiner, Tal Gardiner, Ali Konanthonasis.

TeamBath judo player Louise Little struck gold at the National Age Band Championships in Sheffield. The 16-year-old won the band D over-70kg division at the championships, beating Shettleton's Ashley Fleming in the final.

Louise is a student on the Advanced Apprenticeship in Sporting Excellence programme, where she combines studying at Wiltshire College with training at the University of Bath.

Many of the medallists at the National Age Band Championships, Sheffield are part of the TeamBath Futures programme, working within their home clubs and attending for half-term camps or evening randoris. Particular congratulations to: Liam Ashton-Farr Silver Bu55, Kane Charig Gold Cu55, Rebecca Telfer Gold Co70, Hannah Whittall 5th Cu44, Luke Costello Bronze Du90, Lisa Buffin Bronze Du52, Sonya Clarke Gold Du57, Megan Fletcher Gold Du63, Kate Walker Bronze Du63, Scarlett Woolcock Gold Du70, Louise Little Gold Do70.

Scottish Open; Youth results; Megan Fletcher Gold u63, Hannah Sinfield Silver u63, Senior results; Megan Fletcher Bronze u63, Louise Little Silver o78, David Millar Silver u66, Jan Gosiewski 5th u 73,

Junior World Championships, Santo Domingo, the team included Marcus Bascombe u66 and Gemma Gibbons u70.

Colin Moynihan, Chairman, British Olympic Association visits the University.

World Class Start Squad was announced. The includes the Talented Athlete Scholarship Scheme (TASS) of a total of 37 TASS players nationally, 15 are based at the University of Bath.

Mike Callan was seconded for two days per week as the BJA Lead Officer for the UK Coaching Certificate. Katrina McDonald was employed by the BJA as the UKCC Project Administrator. Michelle Holt commenced work as the Foundation Degree Block Route Co-ordinator.

The Senior European Team Championships in Belgrade Serbia.

Seven TeamBath judoka are included in the 14-strong squad for the competition – believed to be a record in recent times. TeamBath supply four of the seven members of the GB men's team and three members of the women's team. The young GB squad selected for Belgrade includes Tom Reed, who has just begun studying for a Business Studies degree at the University of Bath, competing in the men's under-73kg division. Tom has been training with the University of Bath's high performance programme since he was 16. Andy Burns, competes in the under-100kg division, while Brett Caswell, goes in the under-60kg division. Joe Delahay from Keynsham competes in the top weight category, the over-100kg class. In the women's events, Sian Wilson competes for Great Britain at under-78kg, with Charlotte Farbon competing in the lightest weight division, under 48kg. Kate Walker, currently training at the University of Bath high performance judo centre, competes at under-63kg. Andy Burns, who is about to spend a placement year in Japan, said he is looking forward to Belgrade and hopes to follow that up by competing at the European Under-23 Championships in Moscow the following month.

"This will be the biggest event I've competed at for Great Britain," said the 21-year-old. "We know it's going to be tough because we're a young team and we'll be competing against the best senior teams in Europe, but it will be a great experience for us.

Kate Howey, was the team's head of delegation, while Darren Warner was the coach. Both Darren and Kate are also students of the University studying the Foundation Degree in Sports Performance in partnership with the European Judo Union aimed at developing international coaches.

Eduardo Leonardo from Portugal visits for a training camp.

World Class Development Squad is announced. Congratulations to all players selected for that important squad. The TeamBath Programme has a significant number of players identified.

Bath after the city launched a bid to bring the UK School Games to the city in 2008 or 2009. The event is part of the official run-up to the London Games and would see 3,000 children from all over the country staying at a special athletes' village at the University of Bath. They would then take part in sporting and cultural events in Bath and Bristol.

NOVEMBER

Shanghai Invitational Special Olympic Games, 6th place to Daniel Bidgood.

In the EJU European Masters Championships. Sarah Hopkins won the gold medal at 70k and is the official European Champion. Congratulations.

Eight TeamBath judo players were selected to represent their countries at the European Under-23 Championships in Moscow.

Tom Reed is celebrated the biggest success of his career to date – a bronze medal at the European Under-23 Championships. He was Britain's only medalist at the championships. Tom's achievements are all the more significant as he suffered knee and ankle injuries this year. He had only been back in training for just over two weeks before the championships after

injuring his left ankle. He began studying for a degree in Business Administration at the University this year.

“I’m really happy. This is my best medal so far and my first European medal,” he said. “It was a wicked feeling to get a medal.

Gemma Gibbons just missed out on a medal in the women’s under-78kg class finishing 7th. Four other TeamBath judoka represented Great Britain at the championships. In the men’s under-60kg class, Brett Caswell beat Bayram Mustafayev of Azerbaijan in his opening bout, but then had the misfortune to come up against Shchamil Nash of Russia in the next round. The Russian won and went on to take the overall title. Andy Burns lost his opening round contest against Greek fighter Illias Nikolaos Iliadis at under-100kg. The Greek fighter – Olympic champion in the under-81kg class at Athens 2004 - went on to take gold overall in Moscow.

Jonny Herron fought for the Republic of Ireland at the championships, competing in the under-81kg class. He lost his opener to fellow University of Bath student on the EJU Coaches Programme, Latvia’s Aleksandra Leshchinskis.

TeamBath’s Marcon Bezzina was Malta’s only judoka at the championships. Fighting at under-63kg, she lost to Austria’s Aranka Schauer, who went on to win bronze.

Juergen Klinger, head judo coach at the University of Bath, said: “We’re delighted for Tom Reed. Winning a medal at this level is an excellence achievement. “We’re also pleased for our other young judoka who gained invaluable experience competing at the European Under-23 Championships,” he added.

The European u23 Championships held in Moscow, Russia; The GB Team included; Brett Caswell, Tom Reed, Andy Burns, Joe Delahay, Charlotte Farbon, Kate Walker, Gemma Gibbons. Coached by Kate Howey and Darren Warner. Maltese Team was Marcon Bezzina coached by Juergen Klinger. Irish Team included Johnny Herron coached by Michelle Holt.

Gemma Gibbons and Jan Gosiewski both secured top-five finishes at the Swedish Open. Gibbons, who is studying Sports Performance, secured fifth in the women’s under-70kg class. She just missed out on a medal when she lost the battle for bronze to Germany’s Iljana Marzok. Gosiewski, a Medical Engineering student, finished fifth in the men’s under-73kg. He successfully fought his way through his first three contests before coming up against Spain’s Miguel Romero in the semi-finals. The Spaniard won and went on to take silver, while Gosiewski lost out to fellow Brit Craig Ewers in the bronze medal contest. Andy Burns finished seventh in the men’s under-100kg class. The Coach Education and Sports Development student was unfortunate to come up against Germany’s Benjamin Behrla in his opening bout. The German won and went on to take gold. Burns went on to beat Canada’s Guillaume Cavalli in the repechage, but had to settle for seventh after being beaten in his next fight by Tomi Jaakkola of Finland.

Juergen Klinger, led the team and was assisted by Matt Divall, who is studying Sports Performance. Matt is now coaching TeamBath’s junior judo programme and Sweden was his first time coaching in a TeamBath shirt.

Congratulations to our Swedish friends and particularly Per Kjellin of Boras on the successful organisation of the tournament.

The University of Bath was presented with the Runner’s Up School’s Sportsmatch Award in 2006 by Rt. Hon. Richard Caborn MP, Minister for Sport. The programme, sponsored by Roper Rhodes provides coaching in many different sports to 35 local primary schools.

Each school selects four sports and receives at least eight coaching sessions. Links are provided to local sports clubs to ensure that opportunities are available for longer-term involvement in chosen sports.

Matt Divall was appointed by the BJA as one of the World Class Start Coach. He will support the work of Andrew Moshanov, Rowena Birch and Trevor Sitlington. We wish Matt every success with this new role.

DECEMBER

The Maltese National Judo Team arrive in Bath for 10 days training ahead of the Games of the Small States of Europe. Thank you to Alex Bezzina and Envic Galea for organising the stay, and to Carlos Carbonell for managing the visit.

British Junior Closed Championships u20.
Gregg Varey 55 gold (FD SpPerf)
Megan Fletcher 70 gold
Louise Little +78 Silver (AASE)
Jan Gosiewski 73 bronze (medical engineering)
Jason Smith 60 bronze (FD Sp Perf)
Hannah Sinfield 63 bronze (FD SpPerf)
Charlotte Bowden 57 bronze (AASE)

British Senior Closed Championships
Joe Delahay +100 gold
Michelle Holt 70 silver
Sian Wilson 78 silver (FD SpPerf)
Charlotte Farbon 48 silver (FD SpPerf)
Gemma Gibbons 70 bronze (FD SpPerf)
Hannah Sinfield 63 bronze (FD SpPerf)
Tom Reed 81 bronze (Business Administration)
Andy Burns 100 bronze (Coach Ed & Sp Dev)
Kyle Davies 66 bronze
Richard Phillips 66 5th
Daniel Stanley 81 5th (Coach Ed & Sp Dev)
Brett Caswell 60 5th (FD SpPerf)
Jason Parsons 73 5th
Laura Clempner 63 5th (FD SpPerf)

The TeamBath Judo Christmas Party was a great success with 58 guests for dinner, and many more joining us later for karaoke. The 2006 Award for Spirit of Judo was won by Siobhan O'Neill. The Howey Trophy for Player of the Year was won by Tom Reed.

The World University Judo Championships are shortly to be held in Suwon, Korea. The results are not known at the time of writing but the British Team has been selected. From a total team of nine, six of the players are from the University of Bath. The players are; Brett Caswell 60, Marcus Bascombe 66, Andy Burns 100, Charlotte Farbon 48, Gemma Gibbons 70, Sian Wilson 78. Congratulations to those players. Also congratulations to the two University of Bath students, Darren Warner and Joyce Heron who have been selected as the Great Britain coaches.

Following the competition in Korea, TeamBath Judo Captain, Andy Burns is travelling to Japan to spend 5 months with our friends at Tokai University. Good luck to Andy, and thank you to Yasuhiro Yamashita and Keiko Mitsumoto for making the visit possible.

Well done to everyone involved in the programme for a successful year. We wish all our friends a very Merry Christmas and a Prosperous 2007.

APPENDIX P

COACHING SUPPORT ROLES

Captain and Vice-Captain. - To lead the training group. Co-ordinate and communicate with coaches. Represent the players as appropriate. Delegate maintenance of player registers.

Group Captains - To lead a sub-group of players. To support and advise players in the sub-group. In particular to know the whereabouts of players for training sessions. Communicate with coaches and Captain. To keep updated lists of contact details. The eight players in the Coaching Support Team form the Player Management Team.

INVOLVMENT ROLES

Social Programme Manager and Social Programme Assistants - To organise appropriate social activities for all club members. To encourage a sense of belonging to the programme for all levels. To liaise with the co-ordinators below to ensure communication with the various levels.

Masters, VI, Kyu Grade, Juniors, Tribe Co-ordinators - To support and advise the players at those levels. To encourage participation at those levels. For Kyu grades, Juniors and Tribe levels to support the coaches where possible.

PLAYER SUPPORT ROLES

Lifestyle Advisor - To be the first point of contact for players with lifestyle problems. Advising on housing, finance, employment etc.

Kit Manager - Assisting with co-ordination and purchasing of kit.

JudoPlus Diary Manager - Co-ordination of training diaries, liaison with author, supporting captains with registers.

Sponsor Liaison Manager - Identifying potential sponsors. Co-ordinating with the Director of Judo. Communicating with sponsors ensuring that benefits to sponsor are maximised.

Sports Science Liaison Manager - Co-ordinating with Physiology and Coaching staff, ensuring player bookings are managed and adhered to. Familiarisation with testing schedules and protocols.

Strength & Conditioning Liaison - Co-ordinating conditioning sessions with strength coaches and judo coaches. Supporting the conditioning coaches.

Domestic and International Competition Advisors - Identifying competition opportunities. Raising awareness of closing dates, transport arrangements, costs, entries etc.

FACILITIES TEAM

Dojo Team Co-ordinator and Dojo Team - To lead the Dojo Team in the management of the dojo. Ensuring the dojo is respectable at all times. Liaison with the Dojo Bookings systems as required. Liaison with Facility Manager.

Dojo Ainer & Bag Captain - To ensure the dojo is clean and tidy. The mat is swept. Co-ordinating with cleaning staff. Ensuring the bag boxes are tidy, the ainer is used properly. The shoe rack is cleared weekly.

STUDENT CLUB ROLES

Sports Association Club Treasurer and Secretary - To liaise with the Student Sports Association on the running of the student club. To liaise with the Director of Judo. To attend all SA general meetings. To manage the budget.

BUSA & Blues Manager - To co-ordinate all Blues applications, to co-ordinate with the SA over Blues tickets. To plan BUSA entries, arrangements, transport, budget, etc.

Transport Manager - To co-ordinate with the Student Union Transport Manager. To get as many drivers qualified as possible. To arrange any club minibus bookings.

Continuing Prof Development Manager - To encourage players to enhance their qualifications in the fields of coaching, refereeing, dan grades, etc. To raise awareness of suitable opportunities.

DIRECTOR SUPPORT ROLES

Directors Assistant - To support the Director of Judo in all aspects of organising the programme.

International Liaison Manager, International Visitor Officer - To support all international visitors, to help them with arrangements for transport, accommodation etc.

Regional Liaison - To liaise with regional clubs to encourage local visitors.

Recruitment & Camp Co-ordinators - To co-ordinate recruitment activities including trade stands at events, and also develop programmes for half term camps. To liaise with camp visitors and coaches.

Website Manager and Public Relations Manager - To communicate with the Department website Manager to update the site. To encourage player profiles and photographs to be updated. To liaise with Matchtight Ltd, on press relations and to produce draft press releases for Matchtight to complete.

APPENDIX Q TEAMBATH JUDO DEVELOPMENT PLAN 2005-2009

Department of Sports Development and Recreation,

Sport Specific 4 Year Development Plans 2005-2009

JUDO

Contents

Programme Development

Tribe

Futures

Performance

Students

Community

Staffing Structure and Development

Staffing

Continued Professional Development

Club Development (if applicable)

Generic Areas

Marketing

Facilities

Support Services

Events

Programme Development

| Area | Point | Objective | How | Who Responsible | Timescale | KPI |
|----------|-------|---|--|--|----------------|---|
| 1. Tribe | a | Tribe Judo in Dojo | Put on 10 sessions per week between 4.00pm – 5.00pm | Tribe Development Officer Tribe Coaches | September 2006 | 10 Sessions per week. 10 children in each session. |
| | b. | Pre school (8.00am-8.45am) sessions in schools. | Create reliable, quality coaches to deliver all Tribe/ schools related sessions. | Tribe Development Officer Tribe Coaches | September 2006 | 5 Sessions per week |
| | c. | Planning Preparation Administration scheme sessions in curriculum time. | As above Discussions with schools and PDM | Tribe Development Officer Tribe Coaches | September 2005 | 2 Sessions per week Increase over years. |
| | d. | After School clubs in schools. | As above Create a business model | Tribe Development Officer | September 2005 | 8 per week |

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| | e. | Business Model for all Tribe activities. | <p>Produce and agree a business model to establish and sustain Judo deliver in schools.</p> <p>One business unit and replicate if applicable and sustainable to the max potential to have 5 vehicles, 5 sets of mats and be going into 50 schools.</p> | <p>Tribe Development Officer</p> <p>Sports Development Officer</p> <p>Director of Finance</p> | <p>2nd vehicle September 2005</p> <p>Ongoing</p> | <p>Business model to cater for:</p> <p>50 schools (1000 children)</p> <p>5 vehicles</p> <p>5 coaches</p> <p>5 sets of mats.</p> |
| 2. Futures | a. | TEAMBATH Junior Club | <p>Early evening sessions (3 times a week), currently Monday and Wednesday.</p> <p>Club environment for 8-16 year olds, regular coaching and competition schedule at weekends.</p> <p>Employ a PT/ casual (evening and weekend) coach for the junior club.</p> <p>Require Mini Bus to travel to events/ external training- 20 weekends per year.</p> | <p>Head Coach</p> <p>Director of Judo</p> <p>Futures Coach</p> | <p>2005 and ongoing</p> | <p>Club to have 50-100 members by 2006.</p> <p>3 sessions per week 2006 (September).</p> |

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| | b. | Academy Group | <p>16-18 year olds, cadet national medallist standard.</p> <p>Target coaches to be involved in this process.</p> <p>Residential (link to schools/ host families) and day release (schools to allow pupils one day off school per week) on offer.</p> <p>Futures Academy linked to Ralph Allen School to joint fund a coach to run the programme and take coaching sessions based in the Sulis Club. Agreement to be drawn up between the department and the school.</p> | <p>Head Coach</p> <p>Director of Judo</p> <p>Futures Coach</p> <p>External Club Coach</p> | September 2005 | <p>2 or 3 players (residential).</p> <p>15 players (day release).</p> <p>Agreement with Ralph Allen School to host Futures Academy based at the Sulis Club with coach.</p> |
| | c. | Half Term Performance Camps | Target TASS Bursars and similar level performers to residential stays on campus to train with Performance groups. | <p>Head Coach</p> <p>Director of Judo</p> <p>Futures Coach</p> | March 2005 | 6 - 10 players in each camp |

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| 3. Performance | a | International performance athletes | <p>Have 10 funded potential Olympic medallists training FT on campus.</p> <p>Offer elite coaching and training programmes with an NGB elite coach.</p> <p>Access to a range of support services on site.</p> | <p>NGB Elite Coach</p> <p>Head Coach</p> <p>Assistant Coach</p> <p>Japanese visiting coach</p> | March 2008 | 10 funded athletes training at Bath FT by year 3. |
| | b. | National performance athletes | <p>Offer elite coaching and training programmes.</p> <p>Access to a range of support services.</p> <p>Act as a pathway into International performance group.</p> | <p>Head Coach</p> <p>Assistant Coach</p> <p>Japanese visiting coach</p> | 2005 and ongoing | 25% of senior national squad to train here. |
| | c. | Junior National squad (U20) | <p>Offer elite coaching and training programmes.</p> <p>Access to a range of support services.</p> <p>Act as a pathway into National Performance group</p> | <p>Head Coach</p> <p>Assistant Coach</p> | September 2006 | <p>25% of junior national squad to train here by Sept 2006.</p> <p>(Currently 20%)</p> |

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| | d. | Junior National Medallists (Cadet squads/ WC Start) | <p>Group of 15-20 athletes.</p> <p>Act as a pathway into Junior National squad.</p> <p>(Merge with top level Futures squad. See 2c)</p> | <p>Head Coach</p> <p>Assistant coach</p> | 2005 and ongoing | 15-20 athletes. |
| 4. Students | a. | Elite level athletes and coaches on educational courses. | <p>Enable elite level players (currently 20) and coaches (36 international coaches on FD) to combine education and training/ sports performance.</p> <p>Also an opportunity for coaches to experience what Uni has to offer and potential to send their athlete here for training (Sweden).</p> | <p>Head Coach</p> <p>Teaching Team</p> | 2007 | <p>By 2007 entry to have 100+ international coaches on FD</p> <p>See section 4e.</p> |

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| | b. | Recreational classes for BUSA/ SU club members. | Continuation of service for beginners, and grading programme. Intervarsity Matches (competitions) | Head Coach Assistant Coach Japanese Visiting Coach | 2005 and ongoing | 40 x students attending sessions in October each year. 10 Q grade players to BUSA championships per annum 1 x varsity matches per year. |
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| | c. | International Links | <p>Continue and develop the link with Tokai University.</p> <p>Host an assistant coach at Bath as before. Establish a reciprocal coach/ player development programme.</p> <p>Arrange a visit/ matches from Tokyo University.</p> <p>Develop relationship with Moscow Judo Academy.</p> <p>Potential to licence Foundation Degree Internationally through EJU/ IJF.</p> | <p>Director of Judo</p> <p>Japanese Visiting Coach</p> | 2005 and ongoing | <p>Maintain links with Tokai University.</p> <p>Reciprocal placement opportunity for coaches/ players.</p> <p>Establish a relationship with Moscow Judo Academy.</p> <p>Licence Foundation Degree Internationally.</p> |
| | d. | TASS | Recruit from Age groups, Junior squad and cadet group based at the University. | <p>Head Coach</p> <p>Assistant Coach</p> | 2005 and ongoing | <p>Maintain 12 TASS athletes each year.</p> <p>Aim for ½ of all Judo TASS athletes based at Uni by Sept 07.</p> |
| | e. | Foundation Degree FT and PT | Recruit from Academy group and Cadet National Medallists. | <p>Head Coach</p> <p>Assistant Coach</p> | 2005 and ongoing | Min of 6 athletes for the Foundation degree each year. |

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| | f. | BUSA Competition | Budget for effective BUSA performance. | Head Coach Assistant Coach Japanese Visiting Coach | Ongoing | 30 players to compete. Top University for Judo. Short-listed for Club of the Year every year. |
| 5. Community | a. | Adult Judo Membership | Within Adult Recreation/ recreational Student club times to offer free places (no adult judo membership) for members of the public, and reduce the mat fee to encourage public engagement. | Head Coach Assistant Coach | 2005 and ongoing | 10 adult community use per week. |
| | b. | Women's self defence classes | Offer sessions for women's self defence classes, but link to Judo course if applicable. Possible link/ run parallel to Tribe activities for children, possible weekend use. | Tribe Coaches (delivery) Facility Development Officer | September 2005 | 10 weeks of Self Defence classes for women. 10 participants per class. |

Staffing Structure and Development

| Area | Point | Objective | How | Who Responsible | Timescale | KPI |
|-------------|-------|---|---|--|------------------|-----------------------------------|
| 6. Staffing | a. | Appoint a Part Time Technical Director | Roy Inman to take on this role as a Part Time Technical Director. Technical lead for sessions. Mentor new head coach. Some adhoc hands on involvement (FD block route etc) | Director of Finance Director of Sport Director of Judo (SDM) | Under discussion | Technical Director in place |
| | b. | Appoint/ Replace Head Coach | Replace Roy Inman. Recruit a high quality coach/manager to develop the Judo programme as a whole in the University. | Director of Finance Director of Sport Director of Judo (SDM) | Under discussion | Head Coach in place |
| | c. | Appoint a Full Time Assistant Coach for the Performance/ student Group. | Appoint high quality coach to develop the performance and student programme. | Director of Finance Director of Sport Head Coach/ Director of Judo | September 2005 | FT Assistant Coach in place |
| | d. | PT Assistant Coach/ player (Japanese link) | Continuation of link with Japanese University students/ coaches. | Head Coach | 2005 and ongoing | Maintain Japanese Assistant Coach |

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|--|----|--|---|---|-------------------------------------|---|
| | e. | Mentored Elite Apprentice Coach | Investigate Government training Schemes Recruit a senior player or future coach. | Head Coach | September 2006 | Apprentice coach in place |
| | f. | Futures Coach (PT/FT- evenings and weekends) | Recruit coach to oversee the Futures groups, and to transport them to competitions at weekends. | Head Coach | September 2006 | Futures coach in place |
| | g. | Part Time Administrator for Judo | Possible that it could be other part of PT Futures Coach. Investigate Government training schemes or placement post. | Head Coach Director of Judo | September 2005 | PT administrator in place |
| | h. | Tribe Coaches x 5 | Please see section 1e (business models). | Sports Development Officer Director of Finance | Sept 2005 for second coach | Financial budgeting and income in place to support the positions, vehicles and equipment. |
| | i. | Tribe Development Officer (x 2?) | Responsible for Development of Tribe Judo, may require 2 nd role depending on growth. | Sports Development Officer Director of Finance | In place and potential to increase. | Tribe Judo operates effectively |

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|---------------------------------------|----|------------------------------------|--|--|------------------|---|
| 7. Continued Professional Development | a. | Performance coaches (external) | Delivery of CPD to international Elite coaches across Europe on Level 4 Degree course. Write and develop a Level 5 qualification. | Teaching Team. Senior Teaching Fellow | March 2005 | 100+ per year on block route. |
| | b. | Performance Coaches development | Head Coach to attend Paris tournament each year. Each coaching staff send to 1 international tournament per year. | Director of Judo Director of Finance | 2005 and ongoing | 1 international tournament per year, per coach. |
| | c. | Tribe coaches | Provide child focused CPD sessions for Tribe coaches. Include Child Protection, Good Practice and child development etc. | Tribe Development Officer | 2005 and ongoing | 2 CPD sessions per year for all Tribe coaches. |
| 8. Club Development | a. | See Futures section re Junior Club | | | | |

Generic Areas

| <i>Area</i> | Point | Objective | How | Who Responsible | Timescale | KPI |
|--------------|-------|--------------------------|---|--|------------------|--|
| 8. Marketing | a. | Tribe Marketing | Promote good relationships with teachers. After school sessions in Dojo to be advertised through direct mail, also opportunity for cross selling. | Tribe Development Officer/s Tribe Coaches | 2005 and ongoing | Direct mail produced |
| | b. | Academy Group | Market with clubs and coaches; promote good relationships with them. Hold a stall at National Championships. Direct mail for half term residential camps. | Head Coach Judo Staff PT Administrator of Judo | 2005 and ongoing | Direct mail produced Stall at every national championships. |
| | c. | Website development | Develop Judo specific web pages following the model of good practice. | PT Administrator of Judo Programme | Summer 2005 | Website regularly updated with Judo specific information |
| | d. | Performance level group. | Marketing through good relations with BJA. Having world class quality coaching quality coaching staff. | Head Coach Judo Staff | 2005 and ongoing | Successful performance group training FT at University. |

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|---------------|----|-----------------------------------|---|---|----------------|--|
| | e. | Foundation Degree block route. | Marketing needed for this degree, through website. Through International relations Budget required for this-attendance at EJU Educational conference each year (Sept) | Teaching Team Director of Judo (SDM) Finance Director | September 2005 | Student recruitment targets |
| 9. Facilities | a. | 2 nd Mat space in Dojo | Extend Dojo into car park. Have already got outline planning for it. Cost approx £700,000 | Director of Sport Director of Finance Director of Property Services Facility Staff | September 2008 | 2 nd Mat space. |
| | b. | Competition Mats for STV Hall. | Buy 4-6 mats and storage for the mats when not in use. Would enable the STV to be a premier event venue for Judo | Director of Sport Director of finance Facility Staff | March 2006 | Competition mats acquired. Storage space identified. Business plan for purchase. |
| | c. | Airer in Dojo to be operational | Fix airer in Dojo for it to be functional, before FD starts at Easter. | Facility Manager | March 2005 | Airer fully operational |

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|----------------------|----|--|--|--|------------------|---|
| | d. | Regular cleaning of facility. | Ensure regular cleaning of facility once a week. Work into bookings of facilities. | Facility Development Officer | 2005 and ongoing | Regular slot in timetable to enable cleaning to take place. |
| | e. | Develop Tribe timetable of Dojo use. | Restructure the timetable of use of the Dojo for Tribe activities and see if a more appropriate schedule can be established. More useable gaps in the programme can be used more effectively for Community use. Use facilities up to 10pm. Set a review process and date to check that the new timetable is appropriate. | Facility Development Officer Judo Staff | 2005 | Restructures timetable of use for the Dojo. |
| | f. | Seating in extended Dojo. | Build moveable seating (300) in dojo next to/ over mat in order to host small regional competitions. | Finance Director Facility Manager | September 2008 | Seating in new extension to Dojo. |
| 10. Support Services | a. | Strength and Conditioning (All athletes) | Improve quality and provision of this service for performance and small amount of academy use. Possibility of 20 hr a week appointment for an ex Judo performance player now S&C Coach/ TASS S&C Coach. | Support services Manager Head Coach | 2005 | S&C Coach in place for Judo |

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|--|----|-----------------------------|--|--|------------------|---|
| | b. | Physiotherapy | Physio to attend sessions on a Monday and Wednesday. Also provide 1 or 2 sessions a week for physio clinic. | Support services Manager | September 2006 | Physio sessions and clinic. |
| | c. | Massage | On occasion, individual players on Head Coaches agreement. | Support services Manager. Head Coach | March 2005 | Massage if necessary. |
| | d. | Sauna and Hydro Pool access | 2 hours per week, increase to 1 hour per day for free. | Support services Manager | September 2005 | Hydro and Sauna use as agreed. |
| | e. | Sports Psychology | Group sessions for players and individual sessions if applicable. Coach education linked to psychology. | Support Services Manager | Year 3 | Psychology sessions as appropriate. |
| | f. | Sports Science | Research taking place already by exercise physiologist and Sports Development Manager. 2 tests per year, ongoing support, all players. Weight management and hydration advice to all players. Communication between support staff and coaching staff, to be improved. | Support Services Manager. Exercise Physiologist Head Coach | 2005 and ongoing | Regular testing and weight management/ hydration sessions. Conference attendance |

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|------------|----|--|--|---|----------------|--|
| 11. Events | a. | Preferred location for National Events | Host 4 events per year | Events Manager Facilities Development Officer. Judo Staff | September 2007 | 4 events per year. |
| | b. | Key events by 2009 | Junior Age Band Championships. European A Tournament (World Cup) | Events Manager Judo Staff Facilities Development Officer | September 2007 | Host JAB Championships and European A. |
| | c. | Smaller events in Dojo | Western area and county events Mini Mons in county Visually impaired championship Disability Judo events- National Games European Champs for Disability Judo | Events Manager Judo Staff Facility Staff | Year 2 | Host various local/ regional competitions. |
| | d. | Retain external bookings for local and regional squads | Feeders into other programmes. | Facility Development Officer | Ongoing | Bookings related. |

APPENDIX R DIFFERENCE IN RANKING OF FACTORS BY UNIVERSITY OF BATH JUDOKA AND OTHER ATHLETES, COMPARISON

| Ref | Description | Bath Hockey | | | Bath Swim | | | Bath T & F | | | Bath Judo | | | Overall | |
|-------|-------------------|----------------|------|------|--------------|------|------|---------------|------|------|--------------|------|------|--------------|------|
| | | Mean (mm) | rank | diff | Mean (mm) | rank | diff | Mean (mm) | rank | diff | Mean (mm) | rank | diff | Mean (mm) | rank |
| cs01 | Quality coach | 99.7 | 1 | 0 | 94.3 | 6 | -5 | 94.5 | 4 | -3 | 91.9 | 1 | 0 | 95.1 | 1 |
| cs02 | Access coach | 85.7 | 9 | -5 | 94.3 | 6 | -2 | 89.3 | 11 | -7 | 86.9 | 4 | 0 | 89.0 | 4 |
| cs03 | Training partners | 72.0 | 22 | -7 | 69.6 | 16 | -1 | 76.8 | 20 | -5 | 85.3 | 5 | 10 | 75.9 | 15 |
| cs04 | Competition | 67.0 | 24 | -13 | 87.6 | 9 | 2 | 89.5 | 10 | 1 | 82.4 | 8 | 3 | 81.6 | 11 |
| cs05 | NGB support | 79.7 | 15 | -5 | 85.5 | 11 | -1 | 95.5 | 2 | 8 | 76.7 | 12 | -2 | 84.3 | 10 |
| ms06 | Physiotherapy | 93.7 | 6 | 7 | 63.9 | 22 | -9 | 93.3 | 5 | 8 | 65.0 | 21 | -8 | 78.9 | 13 |
| ms07 | Sports Doctor | 71.0 | 23 | -1 | 59.1 | 27 | -5 | 85.0 | 14 | 8 | 60.9 | 23 | -1 | 69.0 | 22 |
| ms08 | Masseur | 40.7 | 33 | -2 | 48.1 | 32 | -1 | 92.5 | 6 | 25 | 46.4 | 33 | -2 | 56.9 | 31 |
| ms09 | GP | 37.3 | 34 | -5 | 69.4 | 17 | 12 | 73.8 | 23 | 6 | 52.4 | 30 | -1 | 58.2 | 29 |
| ms10 | Other medical | | #N/A | #N/A | 34.7 | 35 | 1 | 61.0 | 35 | 1 | 39.8 | 36 | 0 | 45.1 | 36 |
| ss11 | Psychology | 52.5 | 29 | 5 | 37.8 | 33 | 1 | 72.5 | 25 | 9 | 54.6 | 28 | 6 | 54.3 | 34 |
| ss12 | Physiology | 65.0 | 25 | 0 | 65.5 | 20 | 5 | 77.0 | 19 | 6 | 60.8 | 24 | 1 | 67.1 | 25 |
| ss13 | Biomechanics | 74.0 | 20 | 13 | 33.6 | 36 | -3 | 67.5 | 31 | 2 | 42.9 | 35 | -2 | 54.5 | 33 |
| ss14 | Video | 94.5 | 5 | 11 | 62.7 | 23 | -7 | 78.0 | 18 | -2 | 66.6 | 20 | -4 | 75.5 | 16 |
| ss15 | Nutrition | 63.5 | 26 | -3 | 56.0 | 30 | -7 | 83.8 | 15 | 8 | 69.3 | 18 | 5 | 68.1 | 23 |
| as17 | Extra time | 84.3 | 10 | 4 | 85.3 | 12 | 2 | 68.0 | 30 | -16 | 74.9 | 14 | 0 | 78.1 | 14 |
| as18 | Class timetable | 95.3 | 4 | 3 | 93.7 | 8 | -1 | 80.5 | 17 | -10 | 83.4 | 7 | 0 | 88.2 | 7 |
| as19 | Altered exam | 82.3 | 12 | 0 | 84.8 | 13 | -1 | 76.8 | 20 | -8 | 79.7 | 9 | 3 | 80.9 | 12 |
| as20 | Academic mentor | 74.0 | 20 | -1 | 77.0 | 14 | 5 | 60.3 | 36 | -17 | 68.6 | 19 | 0 | 70.0 | 19 |
| as21 | Sports mentor | 97.3 | 2 | 22 | 35.2 | 34 | -10 | 69.0 | 27 | -3 | 70.1 | 17 | 7 | 67.9 | 24 |
| fis22 | Training funds | 83.3 | 11 | -9 | 98.0 | 3 | -1 | 91.5 | 7 | -5 | 87.1 | 2 | 0 | 90.0 | 2 |
| fis23 | Competition funds | 76.0 | 19 | -11 | 98.3 | 2 | 6 | 89.3 | 11 | -3 | 87.1 | 3 | 5 | 87.6 | 8 |
| fis24 | Living funds | 77.7 | 16 | -13 | 98.7 | 1 | 2 | 97.0 | 1 | 2 | 83.4 | 6 | -3 | 89.2 | 3 |

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|-------|----------------------|------|----|----|------|----|----|------|----|-----|------|----|-----|------|----|
| fis25 | Sponsor | 77.0 | 18 | -1 | 61.0 | 25 | -8 | 91.3 | 8 | 9 | 71.9 | 16 | 1 | 75.3 | 17 |
| fis26 | Equipment | 81.7 | 13 | 5 | 68.0 | 18 | 0 | 88.0 | 13 | 5 | 62.6 | 22 | -4 | 75.1 | 18 |
| fas27 | Quality facilities | 90.7 | 7 | -2 | 95.1 | 4 | 1 | 95.3 | 3 | 2 | 73.0 | 15 | -10 | 88.5 | 5 |
| fas28 | Proximity facilities | 90.3 | 8 | 1 | 86.1 | 10 | -1 | 91.3 | 8 | 1 | 75.4 | 13 | -4 | 85.8 | 9 |
| fas29 | Access facility time | 97.0 | 3 | 3 | 95.0 | 5 | 1 | 83.3 | 16 | -10 | 78.3 | 10 | -4 | 88.4 | 6 |
| fas30 | Accommodation | 59.3 | 28 | -8 | 67.0 | 19 | 1 | 74.0 | 22 | -2 | 78.1 | 11 | 9 | 69.6 | 20 |
| fas31 | Sports accommodation | 36.7 | 35 | 0 | 56.6 | 29 | 6 | 65.3 | 32 | 3 | 44.5 | 34 | 1 | 50.7 | 35 |
| os32 | Honours | 47.0 | 31 | -1 | 59.5 | 26 | 4 | 69.0 | 27 | 3 | 52.5 | 29 | 1 | 57.0 | 30 |
| os33 | Media | 60.7 | 27 | 0 | 56.8 | 28 | -1 | 73.5 | 24 | 3 | 48.5 | 32 | -5 | 59.9 | 27 |
| os34 | Careers | 80.3 | 14 | 7 | 72.8 | 15 | 6 | 64.8 | 33 | -12 | 59.4 | 26 | -5 | 69.3 | 21 |
| os35 | Finance advice | 48.3 | 30 | -2 | 62.3 | 24 | 4 | 68.3 | 29 | -1 | 60.1 | 25 | 3 | 59.7 | 28 |
| os36 | Time management | 77.7 | 16 | 10 | 52.5 | 31 | -5 | 72.5 | 25 | 1 | 57.4 | 27 | -1 | 65.0 | 26 |
| os37 | Marketing opps | 41.3 | 32 | 0 | 64.8 | 21 | 11 | 64.3 | 34 | -2 | 51.1 | 31 | 1 | 55.4 | 32 |

